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ABSTRACT

Projects, operations, and future plans are covered in this annual report for the third year of the Peace Corps. An introduction comments on returning volunteers and presents regional maps with tables for Latin America, Africa, Near East and South Asia, and Far East. Section 1 contains letters and reports from volunteers in Peru, Ivory Coast, Nepal, Pakistan, Bolivia, and Thailand, as well as excerpts from letters written by people in nine host countries. In the next section crisis situations are described that the Peace Corps encountered in the Dominican Republic, Bolivia, Cyprus, Panama, and Tanganyika. Section 4 describes novel approaches to recruiting, training, administration, and overseas programming. The next two sections discuss other nations' Peace Corps and the budget. Returning volunteers as a resource are the focus of the final section. (YLB)

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3rd ANNUAL PEACE CORPS REPORT

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Volunteer [illegible] teaches elementary school in the Quechua Indian [illegible], in the Peruvian Andes. With other volunteers, she also [illegible] school lunch feeding program for the children of Pisac and [illegible] villages. [illegible], 23, taught high school in Philadelphia before [illegible] the Peace Corps.

PEACE CORPS
3rd Annual Report

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30 June 1964

DIVERSITY IN THE PEACE CORP

A construction supervisor from Idaho Falls, Lowell Sykes, 32 (atop wall, left), is in charge of a large crew building a 14-room school house in Souk el Arba, near the Algerian border.

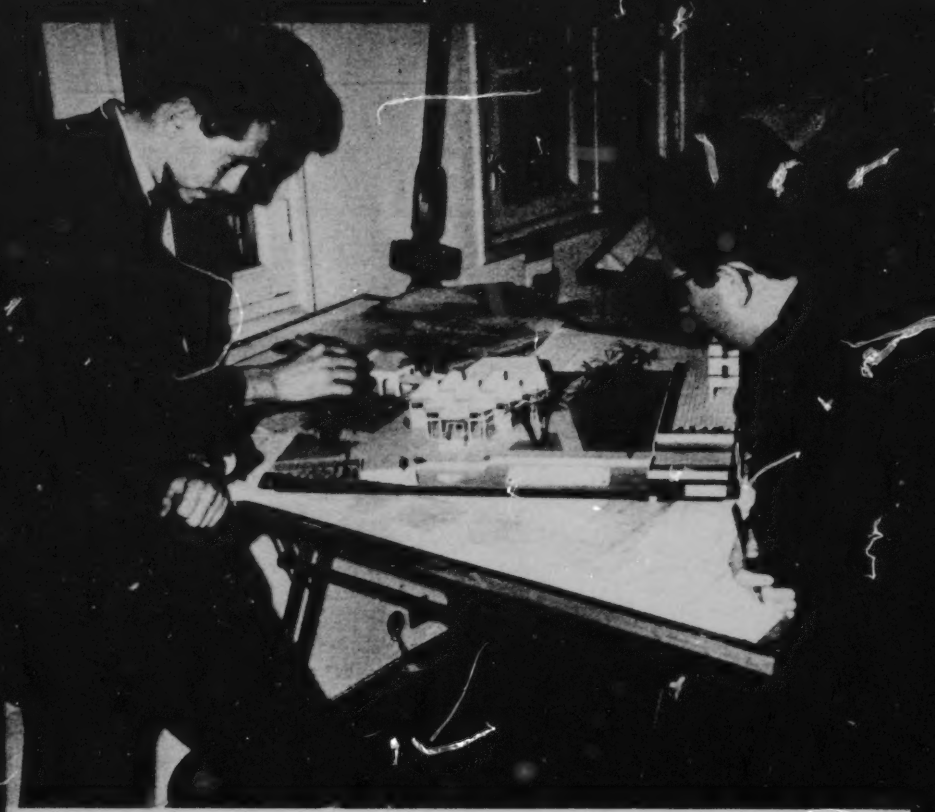
In 1961, when the Peace Corps began, its chief areas of work were teaching and community development. Africa was engaged in an all-out education effort and desperately needed teachers; the slums, or barriadas, of many Latin American cities were overripe for social attention. The Near East and Asia had similar needs.

Although teaching and community development continue to receive the major emphasis, Peace Corps programs have since become as diversified as the needs and requests of host countries indicated. Their range is wide—from a small fisheries project in Togo, to a large-scale experiment in educational television in Colombia. There are also projects in such fields as public health, sanitation, geology, coaching, home economics, construction, architecture, poultry and livestock breeding, 4-H work, mechanics, handicrafts, music, printing, law, engineering, forestry, and credit cooperatives.

The multi-faceted Peace Corps effort in Tunisia is characteristic of current programs.

At a Tunisian school for blind children, Judy Haase (left), 24, from Emmaus, Pennsylvania, works with a Tunisian student nurse.

With two Tunisian co-workers, Robert Trumpler (left), 41, Aptos, California, checks over a toil-worn truck tire. Trumpler is chief inspector of maintenance for the Ministry of Public Works.



Model of exhibition hall and bazaar was designed for the city of Monastir by David Hanchett, 26, Ticonderoga, New York. Hanchett (left), and Jacques Ullman, 29, Portola Valley, California, are graduate architects in the Public Works Department in Tunis.

The first group of Volunteers to arrive in Tunisia consisted of 17 mechanics, eight construction supervisors, 11 architects, one city planner, and 17 physical education instructors. In May, 1963, they were joined by 22 nurses and 12 agriculturalists. The present group will shortly be augmented by over 60 English teachers, two archaeologists, two secretaries, and more than 50 additional architects, construction supervisors, and mechanics.

In any one country, Volunteers may be involved in a dozen different aspects of development, extending their services to thousands of people in hundreds of communities.

In a small clinic in Tunis, Sandra Ketner conducts a program of health care for children which includes a periodic weigh-in. Sandra, 23, is from Kansas City, Kansas.

I. INTRODUCTION

A three-year history is scarcely a history at all. Yet the significant experiences logged by the Volunteers of the Peace Corps since the first groups went abroad in 1961 would fill many volumes.

Indeed, by the end of June, 1964, the Peace Corps had a history, a folklore, and a substantial body of overseas "veterans" giving them currency in the United States. Nearly 2,000 Volunteers had successfully completed two years' service in the cities, hamlets, and outposts of Asia, Africa, and Latin America, with approximately 1,000 more scheduled to terminate during the summer. The largest percentage of this returned group are continuing their education, many of them on an assortment of scholarships. Most of the others are working for federal agencies, private industry, or public causes—such as the War on Poverty—in jobs ranging from chemical engineering to social work.

Their impact on American life is as yet uncertain. But there was perhaps some measure in the statement made by a former Volunteer who returned from the Philippines to teach in a special program at a slum school in the nation's capital. "Before I went into the Peace Corps," he said, "I would not have chosen this project . . . I probably would have taught in a calm suburban school."

The returning Volunteers are not, as a rule, inclined for the calm suburban life. A section of this report discusses the attitudes they have brought home with them, and some of the challenging jobs they are doing. The Peace Corps itself is feeling the effect of the catalytic role they played overseas. Former Volunteers are working energetically in over a hundred staff jobs in Washington or in the field. When the Peace Corps in June began training over 6,000 new candidates for overseas service, the use of returned Volunteers in orientation sessions, area studies and technical studies brought a degree of excitement and verisimilitude to the programs never before possible.

The most significant new feature of the Peace Corps in 1964 was the presence and influence of these returned Volunteers, along

with former overseas staff members now occupying over 15 key jobs at Peace Corps headquarters. In Washington, as in the training programs, they have been a source or stimulus for increased creativity. They are providing a renewed sense of youth and enthusiasm throughout the agency. These were the Volunteers who, as one of them put it, were in "the chorus that answered" President Kennedy's memorable inaugural summons to the public spirit. And they were the first in a growing alumni who continue, with the vigorous backing of the new President, to identify their goals with the goals of the Peace Corps.

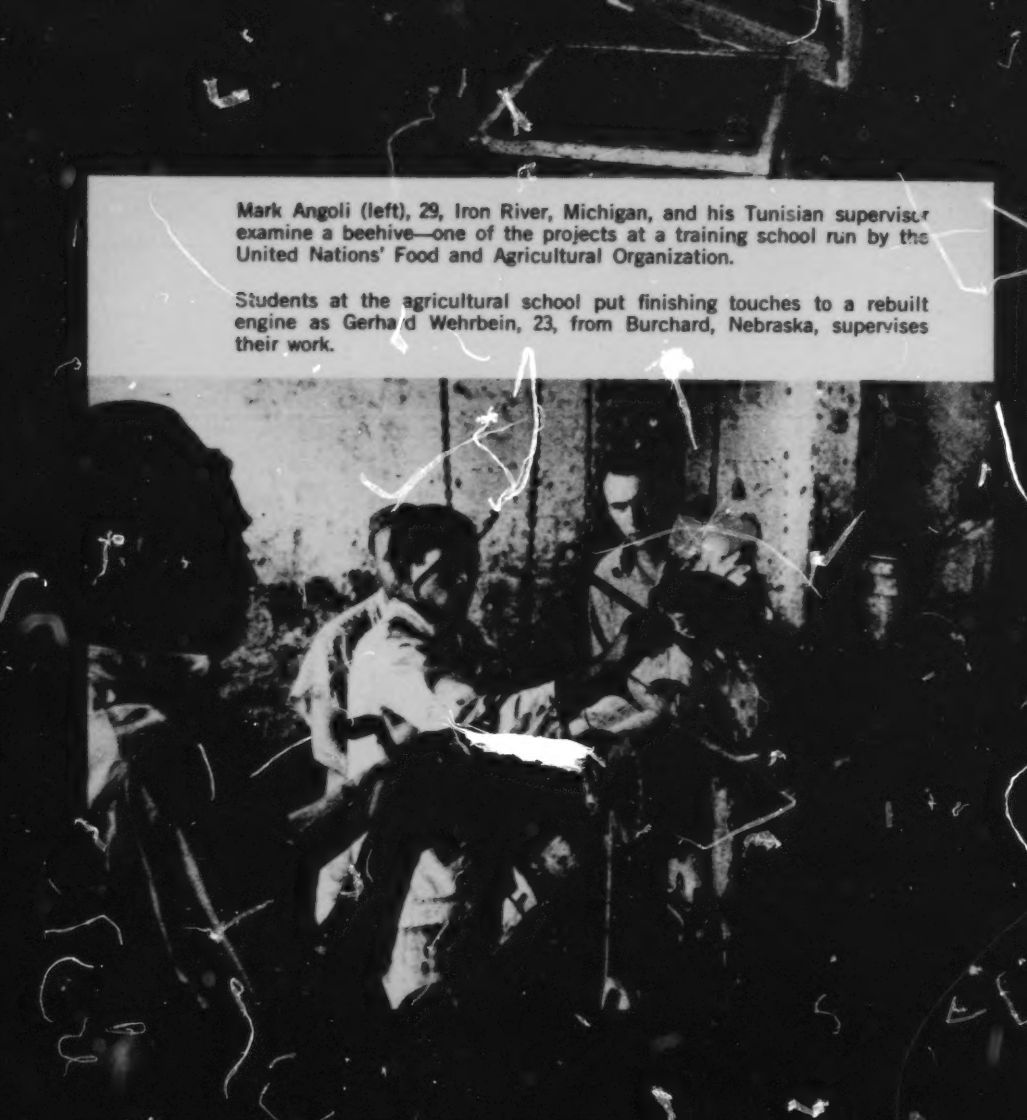
In a ceremony in the Rose Garden of the White House in May, 1964, Lyndon Johnson told a large gathering of returned Volunteers his "war against poverty" took some of its impetus from their achievements overseas, "because by fighting hunger, illiteracy and poverty abroad, you have shown us that we can and should and we must fight them at home."

Later the President also acknowledged the contribution of Peace Corps staff members by appointing five of them to high office. Peace Corps Deputy Director Bill Moyers was made Special Assistant to the President; Jack Vaughn, Regional Director for Latin America, was named Ambassador to Panama; Franklin Williams, Regional Director for Africa, was appointed as U.S. Representative to the United Nations Economic and Social Council, with the personal rank of Ambassador; Chester Carter and Rafael Sancho-Bonet, former Peace Corps Representatives in Cameroon and Chile, respectively, were named Deputy Chiefs of Protocol for the State Department.

The Rose Garden ceremony was occasioned by the Peace Corps' reduction of its budget request for fiscal year 1965 from $115 million to $106.1 million. This was made possible, President Johnson noted, by "the constant application of tough administrative practices and the continuing insistence on high standards of selection for service overseas."

The Peace Corps selection standards have been applied with increasing care during the three years in which over 100,000 American citizens have applied for service.

On June 30, 1964 there were 10,078 Volunteers in training or overseas. 1,828 had completed service; 134 had extended their service for periods of three months to two years. Peace Corps programs were operating in 17 Latin American countries, 17 African countries, six nations in the Near East and South Asia, and four in the Far East.



Mark Angoli (left), 29, Iron River, Michigan, and his Tunisian supervisor examine a beehive—one of the projects at a training school run by the United Nations' Food and Agricultural Organization.

Students at the agricultural school put finishing touches to a rebuilt engine as Gerhard Wehrbein, 23, from Burchard, Nebraska, supervises their work.

The first two years of the Peace Corps saw a steady and rapid expansion of overseas programs from an initial 13 nations, to 44* by the end of Fiscal Year 1964, as requests for Volunteers burgeoned beyond the Peace Corps' ability to comply.

In 1964 the rate of requests still far exceeded the available supply of Volunteers. But for the Peace Corps it was a year of further diversification of programs, rather than expansion into new countries. In the 44 nations where the Peace Corps was at work,** the Volunteers, at the urging of host country ministries, branched out into a broader array of activities.

Fiscal year 1964 also witnessed the initiation of promising experiments such as, the Advanced Training Program, and an In-House Training Program, described in a later section of this report.

Meanwhile the weight of world opinion, despite persistent Communist attacks, remained heavily on the side of the Peace Corps. The number of countries which have inaugurated their own domestic or international volunteer service organizations increased from 15 to 33 in 1964.

In January, Peace Corps Director Sargent Shriver visited Thailand to receive an honorary degree at Chulalongkorn University. During the ceremony, the Thai Foreign Minister offered this tribute to the Peace Corps and its revelation of an "unsuspected" America:

"It is indeed striking that this important idea, the most powerful idea in recent times, of a Peace Corps, of youth mingling, living, working with youth, should come from this mightiest nation on earth, the United States. Many of us who did not know about the United States thought of this great nation as a wealthy nation, a powerful nation, endowed with great material strength and many powerful weapons. But how many of us knew that in the United States ideas and ideals are also powerful? This is the secret of your greatness, of your might, which is not imposing on or crushing people, but is filled with the hope of future goodwill and understanding."

---

* Three formerly separate Peace Corps programs—in Sabah (North Borneo), Sarawak, and Malaya—were combined into one with the formation of Malaysia in September, 1963.

** Kenya and Uganda were scheduled to receive their first consignments of Volunteers in the fall, bringing the total to 46 countries.

LATIN AMERICA

	In Training	Overseas
Bolivia	166	125
Brazil	236	210
British Honduras	40	18
Chile	176	106
Colombia	270	561
Costa Rica	—	65
Dominican Rep.	—	171
Ecuador	208	236
El Salvador	—	49
Guatemala	42	106
Honduras	—	46
Jamaica	—	62
Panama	—	76
Peru	240	293
St. Lucia	—	17
Uruguay	20	18
Venezuela	156	117
Advanced Training (not yet assigned)	156	—
Total	**1,710**	**2,276**

VOLUNTEERS BY PROGRAM

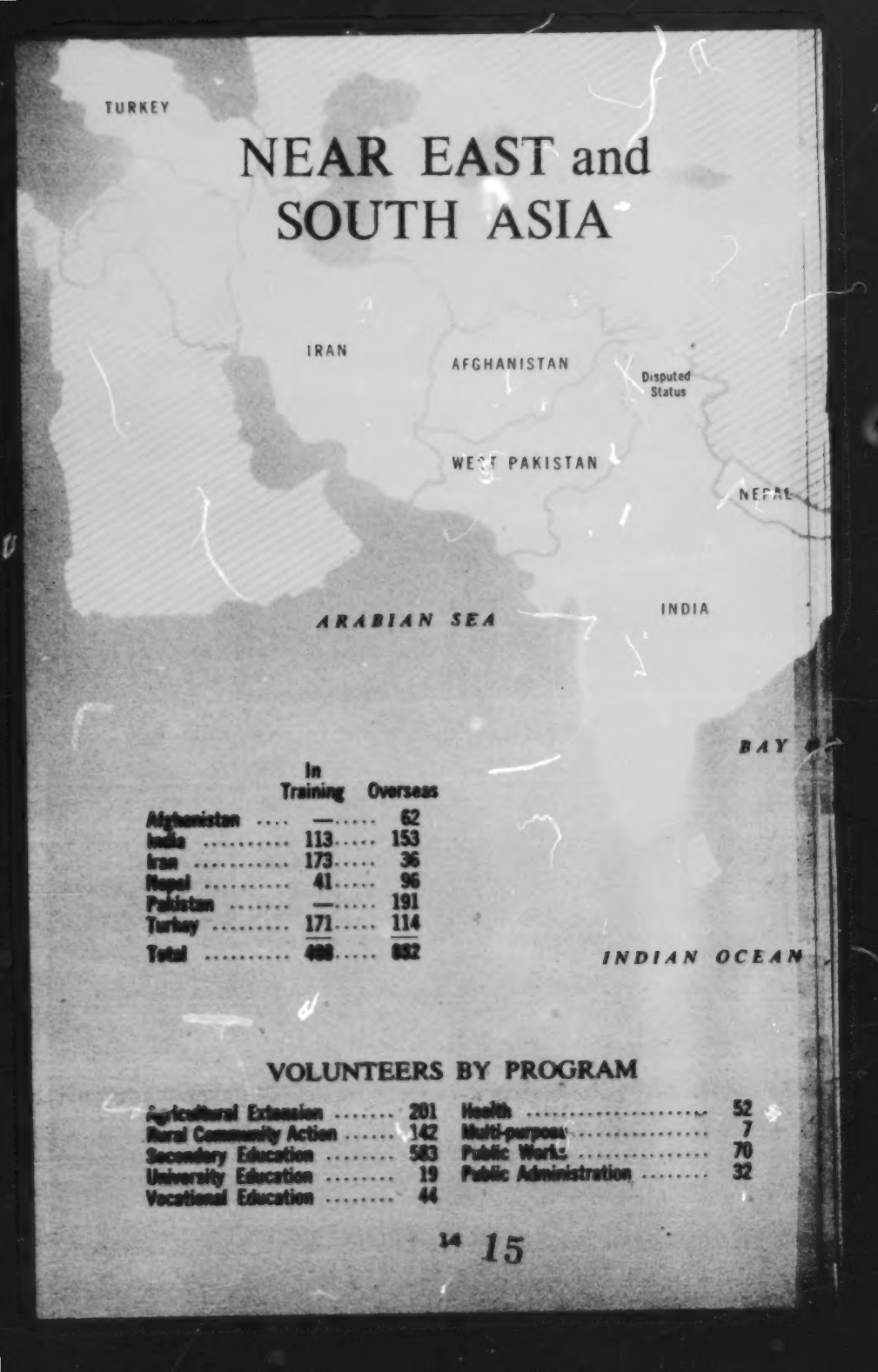
Agricultural Extension	385	University Education	346
Rural Community Action	1,339	Vocational Education	63
Urban Community Action	769	Physical Education	218
Elementary Education	24	Health	600
Secondary Education	242		

AFRICA

	In Training	Overseas
Cameroon	67	88
Ethiopia	324	402
Gabon	—	70
Ghana	64	136
Guinea	—	52
Ivory Coast	—	51
Liberia	196	272
Malawi	56	97
Morocco	71	102
Niger	39	12
Nigeria	252	508
Senegal	50	62
Sierra Leone	85	159
Somali Republic	74	—
Tanganyika	84	125
Togo	—	59
Tunisia	129	48
Advanced Training (not yet assigned)	138	—
Total	1,629	2,243

VOLUNTEERS BY PROGRAM

Agricultural Extension	117
Rural Community Action	284
Elementary Education	377
Secondary Education	2,369
University Education	95
Adult Education	47
Vocational Education	14
Physical Education	44
Health	187
Public Works	286
Lawyers	17
Public Administration	35



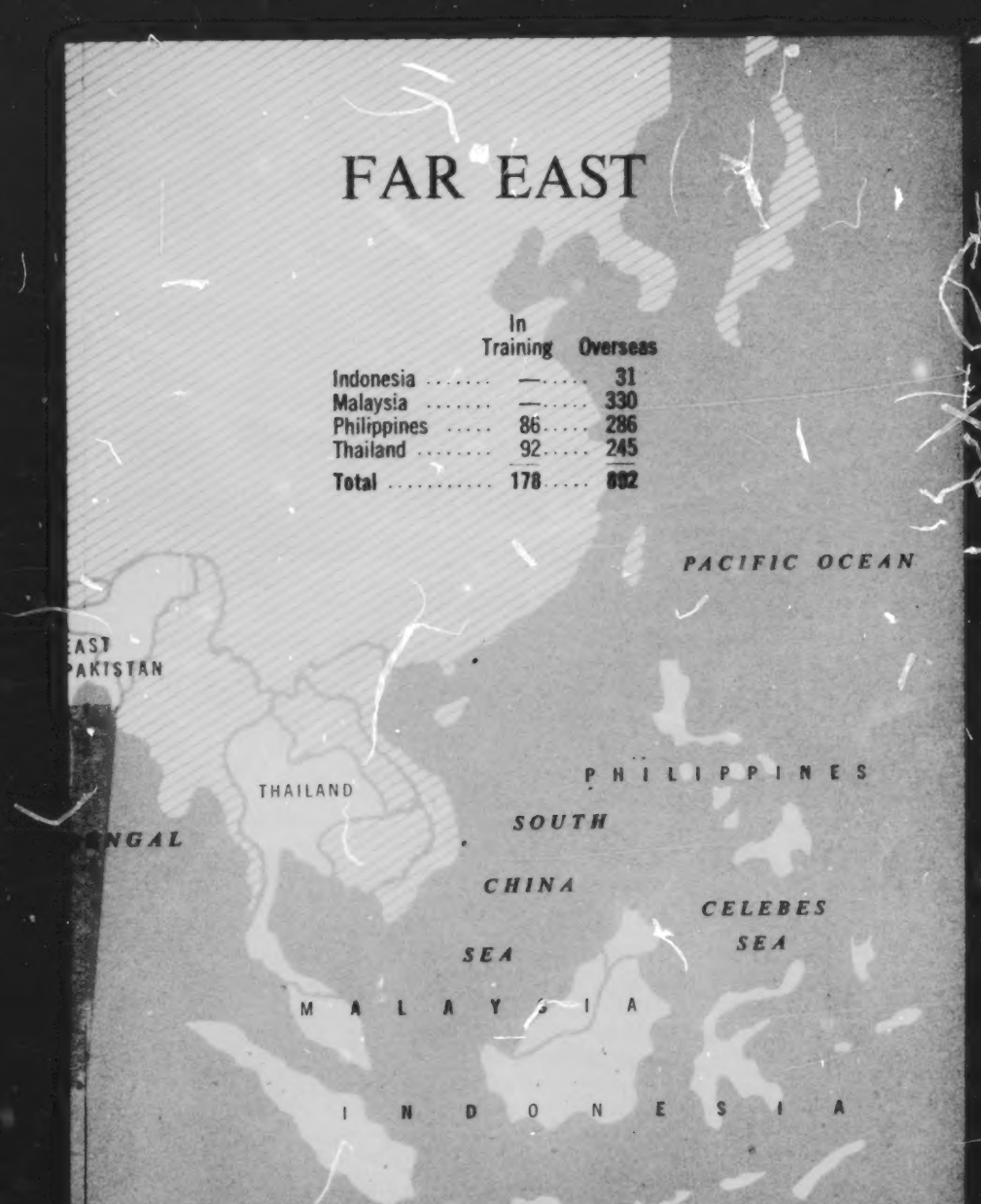
	In Training	Overseas
Afghanistan	—	62
India	113	153
Iran	173	36
Nepal	41	96
Pakistan	—	191
Turkey	171	114
Total	498	852

VOLUNTEERS BY PROGRAM

Agricultural Extension	201	Health	52
Rural Community Action	142	Multi-purpose	7
Secondary Education	583	Public Works	70
University Education	19	Public Administration	32
Vocational Education	44		

FAR EAST

	In Training	Overseas
Indonesia	—	31
Malaysia	—	330
Philippines	86	286
Thailand	92	245
Total	**178**	**892**



VOLUNTEERS BY PROGRAM

Rural Community Action	142	Vocational Education	26
Elementary Education	243	Physical Education	35
Secondary Education	477	Health	75
University Education	72		

II. THE PEACE CORPS EXPERIENCE: *Two Views*

From The Volunteer

In less than four years the Peace Corps has grown from a fledgling contingent of 120 Volunteers in three countries to a robust force that will number approximately 10,000 assigned to 46 countries by the end of 1964. The maps on the preceding pages show the present Volunteer strength in each country as well as a breakdown of the jobs they are doing.

All of these projects are designed, not with the idea of building monuments to American know-how, but to assist host-country people, on their terms and within their capabilities. These terms may vary significantly from place to place. The Peace Corps, thus, is made up of thousands of highly personalized experiences, no one of which is really "typical," and no two of which are entirely alike.

For one Volunteer the experience may involve kings and glamor, for another, merely flies and ordinariness. For one Volunteer there are all the comforts of home, for another, a bamboo shack that insistently dribbles rain water on his bed and belongings. For one there is quick, measurable accomplishment, for another, merely some tenuous promise for the future.

The realities of Peace Corps life, in any case, have little in common with the stereotype which persists in the minds of the American public. Otherwise known as "the Peace Corps Image," the stereotype is a sweaty but wholesome American youth, motivated by visions of self-sacrifice and adventure, who is living in a mud hut in a jungle somewhere across the seas. This image is the *real* Volunteer's nemesis; it is almost his greatest burden. He is quickly susceptible to it when he comes to the Peace Corps, and, often, as quickly disabused of it when he goes abroad.

Much of what has been written about the Peace Corps overseas presents, at best, an incomplete picture; at worst, a distorted one. Inevitably the one unmistakable ring of truth comes from the individual Volunteer himself.

The letters and reports in the following pages were written by Volunteers working in community development, public health, teaching, and agriculture—still the major areas of Peace Corps assistance. One of the letters describes a "vacation" project, conducted by a Peace Corps teacher.

The First Annual Report presented letters written by Volunteers in the early months of the Peace Corps. The reactions and expecta-

tions of these "pioneers" came at a time when there were no precedents, and well before there was such a thing as a "Peace Corps Image." In some of the letters presented here, the "second generation" Volunteer is heard from—with a substantial Peace Corps history behind him and a well-established "Image" confronting him.

These letters and reports were written either at the midpoint or near the end of the Volunteers' assignments. They come from three continents, and offer a glimpse of the truth—Peace Corps, 1964.

PERU

Excerpts from a report entitled "Community Development—Goals and Frustrations" appear below. Its author is Tom Carter, (photo, page 18), 22-year-old Peace Corps Volunteer from Portland, Oregon, who is working in Barrio San Pedro, a slum just outside Chimbote, Peru. Carter is one of 229 Volunteers in Peru engaged in Urban and Rural Community Development efforts which include sanitation, nutrition, preventive medicine, manual arts, credit cooperatives, agriculture, conservation, construction, literacy, Indian integration, handicrafts, and a school lunch program. 64 others have teaching assignments at both the university and secondary levels. This fall, some 200 more Volunteers will arrive to replace those who are now completing their two-year assignments.

From TOM CARTER

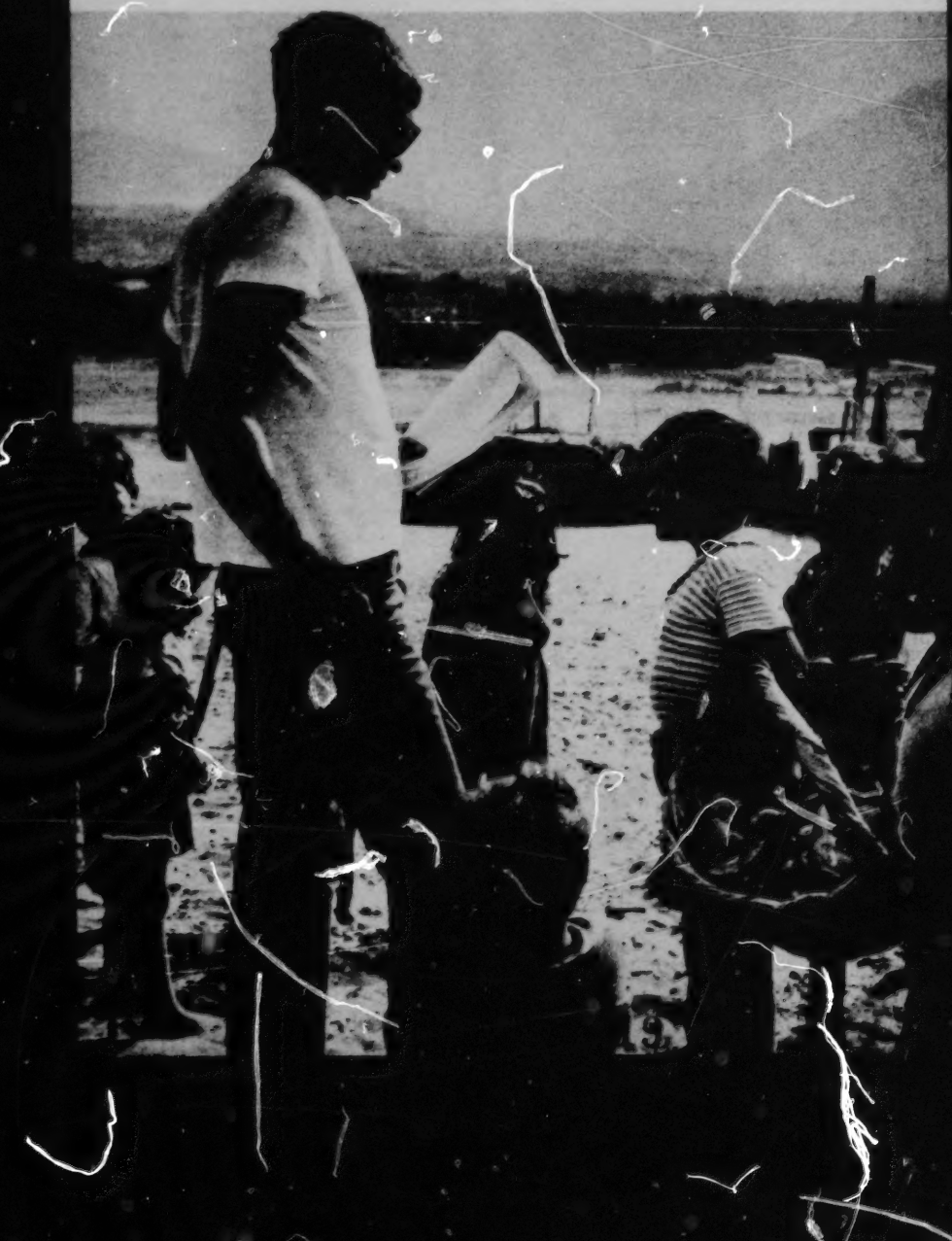
I get a lot of letters from people saying "how exciting your work must be" or "how picturesque," or "how much you must enjoy it." They imagine Volunteers hiking along in the Tanganyikan sunset, or teaching to eager, bright-eyed students . . . glory and rewards heaped upon Volunteers by loving, thankful natives, topped by a naive conclusion that what the world really needs is less "stuffy old politicians" and more "real folks."

Volunteers call this the Albert Schweitzer complex. These dreams would not be harmful were it not for what happens to the Volunteer overseas and to his co-workers when he joins for these reasons.

I live in a picturesque bamboo mat house I built myself. I buy my water from a picturesque boy with a burro loaded down with water cans. I read and write under a kerosene lantern, sleep on a cot, and cook on a camp stove. There comes a day when all this

suddenly becomes no longer picturesque, no longer quaint, but furiously frustrating and you want like crazy to just get out of there, to go home. This is called "culture shock." It happens to one and all, usually about the third or fourth month. How hard it hits you and for how long depends largely on this problem of false motives.

Let me tell you about what I do down here. I'm involved in a program of "Urban Community Development." I live in a giant slum or *barriada* on the edge of Chimbote, a city of 120,000 people.



My neighbors have come down from the mountains, attracted by the money and in hope of a better life. Because of a lack of marketable skills—for generations they have known only farming and grazing—they find it hard to get a job and end up in unbelievable slums, with diseases and starvation rampant. Largely illiterate, and sometimes speaking Spanish only as a second language after their Indian tongue, they get almost no public service, and many of their rights aren't protected . . .

My job is to get these people, my neighbors, organized, to make them better able to compete in the city for their rights, and to try and get them to raise their standard of living. I teach in the local school during the days and I teach carpentry to adults at night. Both are important jobs, but I consider them only a beginning.

For example, our school has no roof. It would be a ten-dollar project and about one day's labor for two or three Peace Corpsmen to build that roof. Yet we don't do it. If we gave my school a roof it would always be that, a gift, the Gringo's roof. When it needed fixing, no one would fix it. If it takes me a year to talk my neighbors into putting on that roof it will be worth it. Because it will then be *their* roof on *their* school. It would be a small start, but in the right direction. Maybe then we'll take on a little harder project, and step by step build up a powerful organization that is interested in progress and strong enough to do something about it. It has to be an organization that doesn't need me, however; otherwise, it would collapse when I leave.

In another *barriada* in my town, there are two schools. One is a several thousand dollar complex with classrooms, meeting halls, and a medical clinic. It was built by Peace Corps Volunteers: Architects labored with social workers pouring cement, laying concrete blocks, putting in lights and plumbing. It is now completed and in partial use. Peruvians call it the "gringo school."

Next door to this complex stands a two-room school, built out of grass mats, without windows or lights, and a dirt floor. It was built because the *barriada* grew and because classroom space was needed. The teacher, a Peace Corps Volunteer, talked the parents of the students into building those two rooms. Though the school was put up in a day and Volunteers only gave limited aid in construction, I consider the grass-school a success, and ten times more valuable to the community than the big complex it sits next to. I think it will remain a symbol to the *barriada* people of what *they* can do—working together.

A Volunteer has to be careful and not become too much of a leader. As I have said, if I stir up all the action, what will happen when I leave? I hint at things and let my neighbors come up

with the ideas and I let them lead the action. A really good Peace Corps program receives little credit. Keep that in mind when you read Peace Corps success stories. This, then, in short, is what I try to do in Barrio San Pedro. I have a lot of failures, few tangible successes, and a great deal of frustration. (I was a dreamer once, too, and my fall was hard.) Now, all things considered, I think I'm doing something worthwhile. I don't think I'll sign up for another stretch but you can't drag me away from this one.

IVORY COAST

Mrs. Nancy Scott, 63, of West Chester, Pennsylvania, was an experienced teacher—and a grandmother—before joining the Peace Corps. As her account below indicates, her Peace Corps assignment was a unique approach to adult education in Africa's French-speaking Ivory Coast. Mrs. Scott and six other female Volunteers worked in various "Foyers Feminins" around the country, helping the wives of local officials take their place in the developing middleclass society their husbands inhabit. (Mrs. Scott is shown on opposite page, with her fellow faculty members in the Foyer at Yamoussoukro.) In addition, the Peace Corps sent 40 secondary school teachers and five physical education instructors to the Ivory Coast. This fall, some 50 more Volunteers will arrive to continue and expand the work of the first group. Meanwhile, Nancy Scott has returned to the United States to help train the 17 women who will soon expand Peace Corps participation in the Foyers Feminins.

From NANCY SCOTT

The African sun is fierce when you have to pull yourself together after the two-hour noontime break to return to work. All the rest of the world is still sleeping. You can almost hear the buzz of sleep as you walk by the still courtyards and the houses with their shuttered windows looking like closed eyes. The midday meal has left faint odors of wood fires, fish and fried plantain in the air. Chickens and guinea hens have hidden under bushes and the dogs are too drowsy even to scratch their fleas. Perhaps the fleas are having their siesta, too. You pass by the market, where remnants of the morning's activities are strewn about: squashed bananas, spilled tomato sauce, peanut shells. The Foyer Feminin is shaded and cool; the big classroom on the second floor usually catches whatever breeze there is.

About 2:30 my women begin to drift in, though late-comers will turn up during the ensuing hour. Most look very fresh. Many have babies on their backs or toddlers tagging after them. There is an air of gaiety as we greet one another like a bevy of college girls reassembling after a holiday. Some of the students are very young, in their early teens. A few are oldsters, but most are in their 20's. Of course, judging their ages is sheer guesswork on my part and on theirs, too, in most cases.

So classes begin. In the large room are the *debutantes*, in the charge of the *directrice* and her helper, both young African women. I have the *avancees* in a little room adjoining. Most of the time we keep the door between the two rooms open—until the din becomes too distracting: "b+a=ba, b+i=bi," and so on, the pitch rising, the volume increasing.

There are only the essentials in the classrooms: a large blackboard, box of chalk, slates, pencils, notebooks, and a primer apiece. But I realize more and more in teaching here the truth of the

observation that the best school need be nothing more than a good teacher on one end of a log and a pupil on the other. Moreover, if you need visual aids you have only to get some bottle caps for counters, some carbon sheets and stenopads for duplicator work, and so on as far as your imagination can push.

The Ivory Coast government set up these Foyers to meet the urgent need for education of women. The men have had a head start in education and have left the women far behind. This has created a real problem: households consisting of a literate father and children and an illiterate mother. Many of the husbands have positions in government, in education, or in business. They are associated with men of similar education. An illiterate wife is incapable of entering into this aspect of her husband's life; thus a chasm exists in the family structure. To bridge this gap, the Foyers Feminins have been created. There are at present 30 Foyers in the cities and towns of Ivory Coast and more are being planned. Enrollments range into the hundreds in the cities and down to a dozen or so in the villages. . . .

The schoolroom language is, of course, French. My students speak it well, but when they grow excited, they switch to Baoule, the dialect in my village of Yamoussoukro. When they switch to Baoule, I say, "Tres bien, Si vous parlez en baoule, je parlerai en anglais, and then where will we be?" They roar with delight at the sound of the English and immediately change back to French.

Foyer classrooms are not peaceful and orderly. Babies cry and are nursed, toddlers upset everything possible and wander out of the room so that in the midst of reciting, mothers shout and run off in pursuit. . . .

What progress have we made in the Foyer?

First of all, the women, having stepped out of their domestic routines into a disciplined environment in search of something new, have taken a monumental step.

As for academic progress, the beginners have mastered the vowels and several consonants, the simplest formation of letters, and simple addition. They have read, if mostly by rote, about a half-dozen pages of a primer. . . . In sewing they have made layettes, stitching both by machine and by hand. Also, they have learned to mend and to knit. Knitting in the tropics? Yes, indeed. Ivoiriens feel the slightest chill in the air (and we often have it, glory be!) and immediately bundle up their babies in woolen caps and booties until that old sun takes over again.

The women are delighted by handicrafts and master them with remarkable speed. We plan to enlarge this field next year. At

Christmas time we made rag-dolls for the children. I doubt if the children ever received them because the women themselves loved them so. Since then I have had to make dozens of them for little children who run up to me and say, "Madame Scotch, donnez-moi un bebe!"

The advanced students are about two-thirds of the way through the primer, can read more or less phonetically, can write fairly well, and in arithmetic are on about a level with a second-grader in the States.

There is the question we all ask ourselves from time to time: what, if anything, can I really accomplish here?

I tell myself . . . you can at least be a warm, understanding woman among your fellow women, sharing and understanding basic, human things with them. And, since you happen to know how to read and write, you can make every effort to give them these magic keys.

Nothing spectacular—but there you are.

NEPAL

There are 88 Peace Corps Volunteers in Nepal, the tiny Himalayan kingdom between Tibet and India. Over half the Volunteers teach—industrial arts, home economics, vocational agriculture, English, mathematics, and the social sciences. The rest are involved in various projects, from carpentry and construction to a reforestation program. Twenty-four-year-old Rolf Goetze, (photo, page 25), from Cambridge, Massachusetts, a Volunteer Leader for the group, traveled to Pokhara on his vacation to assist in a project quite literally fit for a king, as described below:

From ROLF GOETZE

"You're an architect—maybe you can tell Mr. John where to place the cornerstone for the new Pokhara College building when the King comes next month." Volunteer Peter Farquhar had said this to me during our Peace Corps Christmas conferences in Kathmandu. Peter teaches at Prithwi Narayan College, which is presently housed in one bamboo hut at Pokhara; Mr. John is dean of this college.

Since the two-month vacation period had just begun, my wife, Julie, and I went to Pokhara—she to teach chemistry, and I to see about where to place the cornerstone.

Pokhara is incredible. It lies in a valley filled with poinsettias and with several lakes that reflect Annapurna Himal and Machhapucchre, "Fishtail Mountain," which looms 20,000 feet above and barely 20 miles away. Until recently, this friendly valley could be reached from Kathmandu only by a 10-day trek with porters. Now a 45-minute flight connects Pokhara with Kathmandu.

Mr. John, the dean, had a Grandma Moses-like water color of the building he hoped to build, but no plans. He knew what it should look like, but wasn't sure what would be in it. I was sure immediately that his multi-story building would require cement and steel, materials which would have to be flown into "landlocked" Pokhara at great expense.

Working against the indefinite but imminent visit of the King to lay the cornerstone, I sketched and drew, planning something small and useful, not requiring massive foreign aid but only local fieldstones and slate. I unpacked my X-acto knives and made an irresistible take-apart model, which swayed the college board of governors into beginning work immediately. The board felt that initiated construction would impress the King with the college's willingness to do its part.

With the students and a borrowed 100-foot tape, we situated the 60-by-90-foot building, creating a 90 degree angle to everybody's joy, by measuring 60 feet along one rope, 80 feet along another from one common point, then using the 100-foot tape as hypotenuse. The jump from classroom learning to real life always takes people a little by surprise.

The first building adjoins the existing bamboo huts, but will later be part of a family of similar units, to be built as needed and as funds make them possible. . . .

The King came with a large entourage. A procession of Jeeps drove up through town, through about 500 *dhokas* (fiesta gates), which the townspeople had erected in his honor. These are made of bamboo or banana palms, with colored paper trimming, photos of the royal couple, and any other colored pictures they could find (one was a magazine picture of a double-decker London bus charging into a department store)—and signs saying *swagatam:* Welcome.

The King reviewed his subjects from a rapidly erected stage house, resembling the local peasant huts. Someone had managed to find an easy chair for him. Many people spoke. He spoke. During this long ceremony, Mr. John, the dean, learned that the King no longer lays cornerstones.

The college secretary did, however, place the models where the King had to see them. While he fingered the models I explained the

project in my crude Nepali. He took interest, strode over to the construction site, read the Nepali sign describing the work and the Peace Corps' role in it, smiled, and said he would come to inaugurate the building—much better than laying the cornerstone!

PAKISTAN

Elizabeth Chalmers, (photo, page 26), 27, of Fitchburg, Massachusetts, was one of the 191 Peace Corps Volunteers working in the East and West provinces of Pakistan.

Before joining the Peace Corps in July 1962, she was a teacher and a biological laboratory technician in childrens' cancer research. Both of these experiences served her well in East Pakistan, where she began as a laboratory technician in Rajahahi Medical College Hospital,then transferred to the Girls Pilot High School in Syhlet.

Most of the Volunteers limit themselves to one kind of work, but

their jobs demand a great deal of flexibility. The majority are engaged in public works projects, under the guidance of the Pakistani government, and in rural community action programs. Others are teachers in secondary schools and universities, agricultural extension workers, and nurses in hospitals and rural health dispensaries.

Elizabeth Chalmers completed her Peace Corps service on June 16, 1964. Recently she described her many-faceted job as a Volunteer in the *East Pakistan Peace Corps Journal,* a newsletter put out by the Volunteers:

From ELIZABETH CHALMERS

When you arrive for Peace Corps training with Education in the top left hand corner of your credentials, don't assume that you are going to be a teacher. Two weeks later you'll find yourself training with the laboratory technicians. When you arrive in a country to work for two years as a laboratory technician, don't expect the situation to be permanent. Ten months later you'll find yourself a teacher . . . for such is the challenge of the Peace Corps.

I started working as a laboratory technician, expecting a structured job, hampered by lack of equipment. I found instead a surplus of equipment and an unstructured job. The laboratory, to which I was assigned, was expected to handle the work from the new hospital; a hospital which is not yet completed. The need for a Peace Corps Volunteer had been "planned ahead". There will, perhaps, be a need for a technician when the new hospital is completed, but there was little need when I arrived. After working with my co-worker for ten months, he left his position in the laboratory, and my efforts seemed rather futile. The laboratory had been set up, a routine had been established, there seemed to be little left for me to do in the remaining time. An attempt to become a community developer had ended in failure, with "Don't call us we'll call you." Of course they never did, and I was at a loss as to what to try next . . . Then I found a school that was overcrowded and understaffed.

It had insufficient classrooms for its students, and a definite housing shortage, but it had a good headmistress, and a good counterpart, and it looked as though it had potential. It did, and it does.

In September I joined the staff as a science, English, and physical education teacher. I had found a job. Shortly after my arrival the school closed for a month's holiday. It is fortunate that within the structure of a teaching position there are many things to do when your school is closed as often as it is open. On observing the library in the teachers' common room, I casually commented; "What a shame the books aren't used more often." It took me two weeks to clarify their misinterpretation of my idle remark, for they looked at their library and *were ashamed*. With the aid of the teacher-librarian, we set about to rectify the situation. We removed all the books from their locked almirahs, separated them for rebinding, and removed them from the hands of some of their most avid readers, the bugs. It was amazing to me to discover that silverfish had impeccable taste, when it came to books. They were most attracted to the classics, and literally devoured six volumes of the Book of Knowledge. After spraying and dusting, we began to record the books, and ordered cards and pockets to start a card system library. We located one small room which could be used temporarily, elected student library aides, and opened a diminutive Dewey Decimal System library.

The new science building was near completion when I arrived, and I looked forward to helping my co-worker set up a laboratory; but soon I found that construction had been stopped for several months, and no one knew the reason. I started my new job as construction engineer, campaigning for the completion of the building. I anxiously awaited the results of my campaign, and was delighted when I glanced up from judging a sports competition, to find workmen painting the building. A small achievement, but a tremendous satisfaction.

The unstructured job is a challenge, forcing you to be flexible and to adapt to each new situation as it arises. For the past two years, I have been a laboratory technician, teacher, librarian, and construction engineer; I have been a day laborer, piling dirt on a project doomed from the beginning to failure, a status symbol and a friend; but most of all I have been a crazy American willing to attempt a project I knew little about, because it ought to be done. I would personally consider some of the work which I have attempted here a failure, but for the fact that as a crazy American, your efforts are noticed, and some of the effort may be continued. It is enough to be flexible, to try and fail and try again; in each attempt there is a small measure of success. There is now a brand new science building completed because I tried to be a construction

engineer. It doesn't have any electricity, or water, or furniture, but a building is completed whose construction had been stopped for over a year. A start has been made. Books now have a home of their own, a cramped and inadequate situation, but one which is being used by the students and may eventually develop into an open shelf library.

As I look back upon my two years in the Peace Corps, I remember with amusement those things which were so frustrating at the time, for I have learned to relax and accept the fact that eventually things will be done. Eventually the science building will be completed, eventually the equipment will be utilized, eventually the library will grow and be impermeable to bugs. Eventually the things which I helped to start will begin to take hold, and it is enough to know that I had a hand in the eventuality.

BOLIVIA

The 125 Volunteers in Bolivia are scheduled to be augmented by about 140 more in the Fall. Part of the present group is engaged in a range of work that includes teaching in five universities, working in animal husbandry and dairy farming, planning and building roads, silos, and water systems, demonstrating methods of operating truck farms and raising chickens and hogs.

The largest group, including 39 nurses, are conducting sanitation and health programs throughout the country. Patty Schwartz, (opposite page), 24, a registered nurse from Minneapolis, worked in La Paz, the Bolivian capital, for a year before being assigned to help set up and operate a 12-bed hospital in the village of San Borja, with another Peace Corps nurse, Prudence Ingerman, a Bolivian nurse and a Bolivian doctor. The excerpts from letters to her family which appear below present a graphic, running account of the experience, from the time she and Prudence first journeyed to San Borja until the opening of the hospital.

From PATTY SCHWARTZ

I returned safely from San Borja sitting among alligator skins and beaver hides in the back of a cargo plane, holding oxygen to the nose of a man whose appendix had ruptured some days ago and was being flown up here for surgery. Due to a wet landing strip we were stranded there 2½ days but enjoyed it thoroughly, walking on the mud streets, slapping mosquitoes, smelling roses and drinking papaya juice. We rode down to San Borja standing in the cockpit of

a meat plane, standing, mind you, as we flew over the high Cordilleras and finally down down down from the height of 20,000 feet to about 1,000 feet. San Borja checked out wonderfully and Prue and I will be going back on the 19th, with some hospital equipment we hope. The 12-bed hospital that the townspeople are just now completing has absolutely nothing in it. The Minister of Health has made wonderful promises and now all we can do is wait and see.

You'd be wild about San Borja, especially in this season. It's hot, flat, a small cattle town looking as though it were dropped in the middle of this great flat grassland, the "pampa." It is a town of 3-4 thousand, not including the outlying population nor the Chimani Indians near the river. The people are beautiful and dress primarily in whites and light prints and all go barefoot. There are no paved streets, no telephones, one movie a week, no school building, though school is held in an open air theater sort of structure. The atmosphere is that of our far west a century back, with emphasis on bravery. The only medical personnel in town is a young doctor on his year of provinceship, very bright and with a good concept of public health, so I'll have at least his backing in this matter. . . .

San Borja

I have gained weight here, about five pounds I think. I am eating virtually mountains of food which is mostly starch, but feel good and am taking a vitamin pill every day to sustain me. Every day I am served at least six small cups of coffee, so black and so thick that it is unbelievable. It hangs to a spoon like axle oil but the after taste is nice! I love fried bananas . . .

This has been a wonderful week. So many good things have happened that we're just on clouds. The doctor has not come back from La Paz yet, so we've been the only medical people in town.

Several people have come rapping asking me to go see someone with some ailment or other. This in itself is nice, but what is really nice is sitting down with them afterward and getting to know the family—from great grampa down to the newest baby sleeping peacefully in a hammock.

And Friday we started the polio vaccine program, beginning with the schools. It is only for kids six months to 12 years, because there is just not enough vaccine for everybody. We announced on the loudspeaker at the movie (which the whole town hears) and put a poster on the church door. It worked for Martin Luther and it's working for us. So far I have poked over 500 kids and we have two days left. Prue prepares and I poke. Yesterday when we asked the mayor for the use of his place of work, he just gave us a key to the place, a big smile, a word of encouragement and now we have the run of the place. He is really the finest man and doing a wonderful job in the town, progress-wise. I think I told you that there is a stress here on being brave. I'm sure that rarely has a group of kids been vaccinated when so few cried. It was amazing—they would tremble and gasp and stop breathing altogether, but cry? Not a peep . . .

In a few days we should be in our new house. It is a huge long structure, which was the old movie house. Prue and I will each have a bedroom and there is a living room, a kitchen and two storerooms besides. The "walls" are esteras, or reed woven mats which are supported by thin hollow poles put into the hard mud floor. The roof is thatched, but there is also tile underneath the thatching in the bedroom part of the house. We've made white curtains for the windows and doors and have bought bedspreads. The living room is really huge considering that we have no furniture, so we're going to make a large part of it into a room where children can come and, after washing their hands at the door, can read, paint, play or whatever. We're going to collect a lot of books and buy some paints, and have a globe etc. . . .

One of the little boys I gave a shot to brought us a big bouquet of white flowers which smell like gardenias only more so. He got them in the *monte* some distance from here and said he'll bring us more until they are gone. God save us. We're almost asphyxiating they smell so good. I wish I could send a planeful to you.

We have been so busy that I have literally not had time to bathe for three days. Bathing is done only in daylight and these have not been my free hours, so I snatch a midnight sponge bath from a half tutumba shell which is like a gourd only bigger and circular. We use it in the kitchen for scooping rainwater, washing hands, etc. Our cooking has been minimal—bananas and fruit juice and water

for breakfast, fried bananas and milk for supper. People have been giving us chicken, bread, fruit, etc., so it's been a whole lot easier.

Since Monday I've been working with Dr. Miranda at his house and on home visits. I've made up five clinical record forms and the priests are dittoing them tonight. The poor guy had only paper notebooks for record keeping, and had neither time to make nor keep good records.

Tuesday night Dr. Miranda came flying by, shouted "follow me" and we splashed thru the mud to see a man who had just arrived by oxcart from 120 kilometers away with a serious bowel obstruction and in terrible shape. 55 years old. He was lying on a dirt floor on a cowhide in the lean-to part of a house. There were two more cowhides strung from the roof to the ground to keep out the rain. So in this mess we started IV's (Intravenous) and kept watch. The man's *patron* had sent a note putting two of the town leaders here in charge of him. The man had peritonitis, quite advanced, and the obvious thing was surgery. But—

1) The *patron* was not here to say he'd pay for a trip to La Paz.
2) Landing strip soaking wet—plane cancelled.
3) Man's condition so bad that he'd probably die with or without surgery.

So they waited. And waited. And waited. All day Tuesday, Tuesday night and Wednesday. He got worse and worse. Wednesday at 6 p.m. the two men in charge told Dr. Miranda to operate—here. No operation has ever been done here. We had planned on several simple operations for next week with absolute certainty of a favorable outcome. But this! And I'm the only darn thing in town that faintly resembles an anesthetist. At 6:00 Dr. Miranda said "we will operate at 8:00. Go home, get food in your bellies and I'll see you at 8:00." The two of us went into a near state of collapse. Prue had been studying the names of instruments in Spanish and how to thread surgical needles and all of a sudden it all slipped her mind!

At 8:00 we sterilized everything in pressure cookers over an open flame, moved the doctor's examining table to the middle of the room, borrowed a 100 watt bulb and then scrubbed. Then in came the patient in a hammock suspended from a pole carried by four men.

In the waiting room were the mayor, the priest, the man's family, the two put in charge of his care and the two sisters of his *patron*. This the doctor demanded, with the understanding that the man had only a 5% chance of living, and that if he died it was *not* because of the doctor's decision to operate at all.

So at 10 we proceeded, with a spinal anesthetic (which did not take—the medicine was potty) and local. He would not have tolerated general anesthesia—nor could I. What I had to do was take the blood pressure every two minutes and keep it up with Levophed by means of an IV drip.

All went very well— At 11:15 the lights blinked, indicating another 15 minutes of light before they're out for the night, so I dashed into the other room between B/P's and told the mayor to race to the *alcaldia* and tell the mechanic not to shut the motor for a while. At midnight he was put in his hammock and sent home—alive and much improved. We all just sat dumbfounded looking at each other.

This morning at 8:00 he was talking, moving well and the wound had drained a good deal. It's almost too good to be true. Time will tell. . . . (The patient recovered.)

Yesterday was the big dedication of the hospital and the Minister of Health, senators and a lot of big wigs came down in a military plane for the ceremony. For three days we had scrubbed, rearranged, disinfected and made the beds, so that it looked pretty swish. A recent graduate Bolivian nurse on her year in the province arrived. She will be living with us.

It's really been fun—biggest thing to hit San Borja since the town existed. There was a big parade to the airport, then all the kids lined the road to the airport in their little white school coats and clapped continually while the important people rode by. The inauguration itself was short but with enough speeches to satisfy protocol. And last night there was a big reception dance.

Just now the Minister came to our humble dwelling for a refresco and looked around a little and tripped in a hole in our dirt floor, practically landing him on his head.

There's a huge poinsettia tree in full bloom right outside our back screen. Lovely! But it's hardly the season for poinsettias.

On Monday, after the commission had left, we scrubbed the hospital and that night we operated in the brand new operating room.

THAILAND

There are 245 Volunteers working throughout Thailand, from the Burmese border to the Gulf of Siam, and from the Laotian and Cambodian borders to Malaysia. Many work in rural community action, helping resettle poor rural families in remote areas where

they have been given land by the government, and teaching vocational agriculture on 11 demonstration farms. Others, in the field of health, work as laboratory technicians in rural hospitals or travel the country with malaria control teams.

Most of the Volunteers in Thailand are concerned with education; they teach in six universities, in teacher training colleges, in vocational schools, and in secondary schools. 70 additional Volunteers will join those working in secondary schools this summer, giving more strength to the physical education and English teaching programs.

One of the present English teachers is Bud Weisbart (below), 24, of Los Angeles, who has been teaching in a secondary school in Suphanburi since May 1963. Entering the second half of his two year service, Weisbart, in a recent letter to a Washington staff member, attempted an appraisal of the personal values of his Peace Corps experience that might well speak for a majority of Peace Corps Volunteers.

From BUD WEISBART

. . If I've learned anything here, I've learned I know nothing of Thai people. What I have learned can only be expressed as my relationships with Mali, Kamone, Pi, Ubone, Achan Pin and my other friends and acquaintances. The unique quality of having a home in Thailand is the individuality of the experience. The individuality is what separates this experience from reading about Thailand or talking to others about Thailand. . . .

My job and most of my time is involved with teaching English. I seem to like and at the same time dislike this part of being in Thailand. I dislike the regimentation of teaching, but am happy with the success. I couldn't go on teaching if I didn't see both need and success.

And to get to my number one concern—that which I need to understand most, there's me. It would be impossible to estimate how much I have changed, how much I have learned, what I now easily accept as a part of the world and what I now can or cannot understand. Change has, of course, taken place, but I am too far removed from the old to measure the distance to the new. And how much change is due to being here and how much is due to just getting older I cannot say. Generally, I can say my perspective has been broadened. I have met a new environment and culture, and I have accepted it as well as been accepted by it. I have seen life from a different point of view. I have learned a new way of speaking about things and a new way of looking at things. My ideas of love, life, death, religion, etc., have met ideas that grew up in a different culture—I have not yet met any almost-middle-class, sometimes Jewish, Thais who came from West Los Angeles.

And of my friends' relationships with me: most of them have learned a bit too. They have learned to replace their stereotyped picture of what an American is with their feelings towards me as an individual. At the same time they realize that I am as different from all other Americans as I am from each of them—with the exception to the extent that I am similar to other Americans in cultural background.

So to conclude this letter, which has grown into something more than a letter, I would like to comment on my purpose in coming here. In Kanachanaburi, a neighboring province, there is a cemetery for Allied soldiers who died while building the bridge over the Kwai (rhymes with *way*, not *why*) River. On one of the headstones the following is written: "Into the mosaic of victory this precious piece was placed." I feel that we here are doing a job and placing pieces into the mosaic of mutual understanding, and that understanding in turn will occupy a place in a mosaic of a peaceful world.

From the Host Countries

The associations Volunteers form overseas are, by nature, fleeting. At the end of his service the Volunteer returns to a world—and in a sense, an age, that may be totally different from the one with which he has been intimately involved for two years. The few letters he gets from friends, students, co-workers, or supervisors overseas provide his only palpable tie to that experience. Of the thousand people he may have known in the host country, perhaps 10 will continue to write to him after his departure, though far more than that may remember him for years to come.

A large proportion of the returned Volunteers have been getting such letters from overseas, many of them written with an earnestness and affection that shine through some obvious difficulty with a complex new language. The excerpts in this selection are from letters written not only to Volunteers but, in one case, to an overseas staff member and, in another case, to Sargent Shriver, Director of the Peace Corps. There is also a letter addressed to the parents of a returned Volunteer.

NIGERIA

Martin Gleason and Roger Landrum taught law and literature, respectively, at the University of Nigeria at Nsukka, during their Peace Corps service. Here are some lines written to them since their return:

Dear Martin,

Since that day you left us finally, our memories of you have always filled our hearts. During our conversation whenever we think of our discussion class we remember your face and humor. We remember your discussion on Bracton, Holmes, Austine, Duguit and many other eminent jurists. Nor can I forget your good gestures and determination to acquaint yourself with our difficulties even when others like yourself would go on enjoying themselves.

Good intentions of those around us have always equipped us with good memories of them even when they must have left us for the other part of the globe. They remind us how possible it is to bridge up the possible gaps which had hitherto existed between the people of this part of the world and the Americas. The Peace Corps venture I take as the greatest attempt at restoring understanding between people of this country and the U. S. These men and women have done a duty which gold and dollar have failed to accomplish. Gold and dollar have each attempted this through aid but failed because they failed to find the real human need. . . .

Best wishes from the law student you liked,

Lawrence A. Okwuosa

Dear Roger,

I am seizing this opportunity to tell you that the whole student body of this university went mad the night that President Kennedy was shot dead. We followed the news doggedly till he was buried this afternoon. You must have observed that President Kennedy was

our Favourite Statesman. . . . He was second to none in the fight for all humanity. Well we loved him. . . .

As for your present employment with the Peace Corps division of Recruitments I say congrats. Your unequalled hard work must have gained you that big office—if it is big at all. I would like you to move around carefully and not to drive carelessly in all your official geographical excursions. . . . My only wish is that you get back to your PH.D. course—after which you will do well to join the permanent staff of the University of Nigeria.

It is a common talk among your students here that you evidently overworked them but in the end they gained enormously. It is a very great credit to you. Whenever your name is mentioned I generally poke silent nose and always I come out satisfied that you left your footprints honorably on the sands of Nsukka campus. The talk is about all of you but then—where a man's treasure is there his heart usually is. That's why I tell more of you. . . .

Your friend—Cajetan

SOMALI REPUBLIC

Bill Levine, and his wife, Maryl, taught in the secondary schools of the Somali Republic, where, among other accomplishments, Bill wrote a history textbook. The Levines returned before the completion of their two year assignment when Bill's mother became seriously ill. Then, after a period of employment in the Training Division of the Peace Corps, Bill left to work toward a Ph.D. in international studies at the University of Chicago.

Following are two of a number of letters Bill has received from his former students:

Dear Mr. Levine,

. . . You reached your blessed home safely I hope.

The whole school is lacking you because of the great help e.g. Medical Care and other important things. We Standard Six students are in need of you, for the subjects which you used to teach us, specially the history . . . and we are also lacking for your good personality.

I forwarded to my class to buy a record and send it to you in order you to explain the whole Book lesson by lesson and send to us, so we should have another Levine in our class in all history periods.

I was very sorry about the death of your president Mr. Kennedy. I was very unhappy for weeks, and I suppose you were in Washington in the day of his death.

Sincerely yours,
Jama Shirreh Mohamed

Dear Sir,

I am very sorry I was not able to see you when you were leaving from our country. My teacher, I and some of my friends came to your Bangalow, but unfortunately you were not at your home.

May 18, 1963—In the Rose Garden of the White House, President Kennedy greets Peace Corps coaches and athletic instructors bound for Indonesia.

I have just had the news that I have passed the Terminal Examination and I have obtained a very good position. Now I feel I must send to you, for thanks to my success because I feel that my passing the Terminal Examination is largely due to your teaching and to the habits of study and steady work which you taught us.

After that, I want you to tell me how is the condition of your parents and your wife and also the weather of your town, is it very cold. . . . I would have much grateful if you send the letters weekly.

The following students are sending you their best wishes and their best sala'amas to you: Mohamed Ahmed, Osman sh Mohamed—both are Standard 6.

Your student,
Abdillahi Elmogeh Hassan

PAKISTAN

Bob Burns became one of the early Peace Corps "celebrities" when he directed a flood control project that saved a multi-million dollar rice crop in Pakistan. It was the first time in seven years the crop had not been wiped out in the aftermath of heavy rains. Here is a letter he received from one of his former co-workers in the town of Comilla:

My dear Sir,

I am in receipt of your letter dated 20.11.63. None excepting Almight will feel my hapiness that a personality like you could not forget this poor-self. I find no word to express my gratitude for this. I could not forget the days when I worked with you all day long and now I have become completely isolated and find me alone. You were my best guardian. I could not write you early as I lost your address and tried my best to have your address from Mr. Anwar of Dacca Peace Corps Office who also could not give your address. I shall be writing you frequently. The sudden breach in the river Gumti has totally damaged our dwelling huts leaving us under the open sky. I have been passing very bad days together with my family members.

Sona Mia and others are getting well. Sona Mia is working in the Thana Council now.

Now I give you some information about our work here. According to your scheme some parts were brought from Lahore for 6'

Tube-wells and Tube-wells were sunk in many places and work is going on in full swing.

I am very anxiously looking for the day of your presence here at Comilla. I hope and do believe that you will come soon here.

Last of all I would request you to send me a photo of yours at your earliest convenience.

With salam. Convey my best compliments to your respected father, etc.

Yours faithfully,
Ali Ashrof

INDIA

The following letter was sent recently to Dr. Charles S. Houston, Peace Corps Representative in India. It refers to a Volunteer presently doing agricultural work in that country:

Dear Sir,

We are very thankful to you for seeing us kindly. You know our village Konalli is a very backward area. We are also grateful to you for your kind help to us. You have experienced about Social, Educational, Economical and Cultural fields. It is definite that you are the right person to all these praises.

It is our good fortune that we met you in 22nd October 1963. It is a golden letter day which changed the luck of Konalli. You accepted our request and Mr. John E. Reid was appointed to our Village who has got the degree of animal husbandry. He is so Social that he mixes with the villages and works together. He is trying for our best improvements. We are very thankful to you for this.

Nowadays we are on the way to improving our living by increasing the land products. We have interested in the poultry farming too. The water facilities are available by irrigation which is necessary for agriculture. We have prepared a Short road to go to Kumta by our own "Shramadana," in the guidances of Mr. John from which we can send our crops easily to the market. Our School is also improving Step by Step. The standard English language of the students are improving in Konalli. Of course all these things have not yet improved perfectly.

We heard the news that Mr. John E. Reid is departing from us in January 1965. He is a well educated and a kind person having good

qualities. He won the minds of all the people. He is a better guider and good helper too. The news of his departure hurted everyone of the villagers. We cannot step forward without his guidance. We are in need of such persons more. We are ready to give a bit of help to him as well as possible.

So we request you to extend the period of Mr. John and please let him live more days in Konalli to give us a better help. Otherwise Please replace another good person like John from your "Peace Corps" if the former is impossible.

Members of a poultry co-operative organized by Greg Brown in Bisauli, India, watch as he gingerly collects their eggs for marketing. Brown, 23, of Eliot, Maine, is one of 54 Volunteers working with other United States agencies to help farmers start poultry units. To date they have launched 540 units housing 150,500 chickens. Egg production has jumped from 45,300 to 96,400 per week.

The standard of English level is yet to be improved. For which the assistance of "Peace Corps" is essential. And again there is need of a High School, kindergarten, hospital, and the transport facilities as well as improved agricultural system. We believe that these things can be done only with the connection of your help and cooperation of your "Peace Corps."

Once again we are thankful to you and hope the same with you.

Yours obediently,
Konalli School Betterment Committee

(Twenty-five names in script, and thumb prints.)

PHILIPPINES

The two letters below were written within one week recently to Sara Beacham, who taught in the village of Busay, on the island of Basilan, the Philippines, until May, 1964:

Dear Sara,

We have received your letter last August 7 and we are very happy always when we receive your letters. . . . Sara, when I remember the days we were together in school, I feel very happy and I think no one can replace as my close friend outside of the Philippines "only you".

Before I will go farther I will say "Hello" our sister there in America and How are you there in America? As for me I fine. I think you are very happy there with your families and friends. And I think you were very happy when you reached there in America. May be you are telling many, many stories about Filipinos.

You know Sara, we are always in the library reading your books. Sometimes, I think you are there in our library watching the children and getting the names of those who are borrowing books and you are holding your pen and note book and especially your one cup of coffee on the table.

I think you are planning to come back in our country and eat your favorite foods with us.

I think this is too long and once again I am extending my very best regard to every one in the family especially to you.

Sisterly Yours,
Josefina (Paraguya)

(I'll be waiting for your reply)

Dear Sara,

Sara, when we play the phono, especially your record Jimmy Rogers we all think of you and wishing you again to be together. . . .

Sara, how about the pictures during your despedida party I hope you can send me some copies.

Sara, I do not know how to say you "Thank You" in return for all you have done to our children in School and in our community.

Sara, I am sending you my warmest love not only as a friend but as a true relative which we have learn to love each other already, till we meet again.

Love always,
Mrs. Felipe Paraguya

CHILE

Jerry Garthe returned to the United States in the Summer of 1963, after two years' Peace Corps service at an agricultural institute in the village of Pucon, Timuco, Chile. Following is a letter his parents received from a villager of Pucon, just before Jerry's return:

Dear Mr. and Mrs. John Garthe,

I apoligize for my poor English but I woul try to do my best in this typewriting.

I was intended to write this letter to you long ago, as soon as your Jerry came to live with us. To express you how my wife, my little girl, myself and everybody in town and the School like him and all of us are very fond of him. His cooperation and charmy personality has been a very strong help in our proyect so much that would be very difficult to find other volunteer to be able to take his place after his trip home next July.

We sorry no to have the confort the foods and the comodities that you have back in the States. Sometime Jerry must walk, ride a horse and expended time wanting for a lift. I think in this way his has the oportunity to learn more about us about our people, our feeling. He is remarcable in getting into the people and they call him in a very warm manner, Mr. Cherry. You know here Cherry is a very popular licuor. With my wife we are proud to have Jerry with us and we say to you that you have a very nice son, how in this very moment is celebrating his 25th birthday. We are trying to represented you, if that can be possible, given him our most kindeness wishes of happy birthday, showing him that for us he is other son from our own. The marbelous work in which Jerry is

connected has the previlige to GIVE to the human being who are in contact with, something from our own soul, from our own heart, so you can't forgive as long as you live that all of the people, no matter where they came, are friendly people, willing to be hellpful each other. Speacially true is this when the person in charge to this job is like Jerry a very real Embassador, the type of Embassador that we badly need in this present time when the history in no writting in speech, reports and papers articuls but in the battle-ground itself where we need to fight against poverty, ignorance and misunderstanding.

We are very glad to have Jerry with us and we are happy to say to you that we are very fond of him.

For him, for you and for the meaning of his effort we invite you to sing for him a very warm Happy Birthday dear Jerry!

With our best carinos, hasta pronto, queridos amigos,

Raul

COLOMBIA

Steve Murray was a member of one of the first Peace Corps groups to go overseas, a rural community development team assigned to Colombia. Home for a year now, he still receives letters like those quoted below, testifying to the lasting impression he made on his village friends and co-workers:

Remembered Friend:

Please receive my most sincere greeting which brings a fervent desire that your life enjoys happiness.

How much can I thank you that your memory preserves an ineradicable remembrance of this Sandona and her children. Due to many declarations we are able to tell of the inhabitants that are indebted to you for your kindness.

The emptiness that you left has not been replaced. We have initiated several projects since you left. I am sure you would be proud. I hope that for the centenial you will visit us. It would be a complete satisfaction for all the inhabitants of this town.

From this friend, many remembrances and do not forget to write us often.

Attentively,
Gerardo Arcos Meza
Mayor of Sandona Narino

Esteban:

All of the projects begun during your stay with us are progressing

rapidly. The women of San Bernardo no longer have to walk a half mile for water. The aquaduct has brought them the needed water. The Coffee Federation has decided to begin two more schools and, more important, to allow the people of Paltapamba and El Hatillo to participate in the construction. If you could only see the enthusiasm of our people. So many know now that it is possible to have things.

We are sure that some day you will come back to see us. We hope to have your kind presence for the centenial celebration in August of 1966.

Cecilia and I anxiously await that day. Henri Andres (Steve Murray's godson) has grown so and speaks of Esteban.

Until we hear from you again.

Your "Compadre"
Juvencio Zambrano Cabrera

TURKEY

The following letter from an elementary school in Izmir, Turkey, was received by Sargent Shriver in June of 1964:

Sargent Shriver
His Excellency,

Perhaps we may be taking up your precious time but please bear with us what we write is sincere.

A year ago a Peace Corps Volunteer, Alfred J. Carpeno, came to live here. At first we were quite skeptical about this stranger whose intentions we could not fathom. As time went by we realized that our doubts were unfounded and that he had come with a sincere desire to help us. He gradually made many friends. He was a modest man. He was an easy going man. He planned and built a coop for 500 chickens. He also provided various materials for our school. He trained people to care for the chickens and worked in the garden used for experimental planting.

In short his work was that of a sincere man and he applied his full capacity to our development. We were sincerely sorry to see him go.

We hope it will not be too much to ask you to extend our thanks to Mr. Alfred J. Carpeno, who successfully represented you through

an organization established for a better future. Please give him our greetings, respect and love.

May we announce that the ideals of the Peace Corps are about to be realized.

Respectfully yours,
Teachers and Workers of Pinarbasi
Elementary School

(Signatures of the Principal, five teachers, and two laborers.)

Alfred J. Carpeno chats with Turkish farmers.

SIERRA LEONE

Jim Sheahan, who began as a teacher in Sierra Leone, Africa, and finished his service as a director of programs for the Sierra Leone Broadcasting System, recently received a tape of a radio program specially prepared by the SLBS to commemorate his departure for home. A portion of the tape transcript, including a buoyantly free verse song of farewell, is presented below:

"GOODBYE MR. SHEAHAN"

Ebenezer Calendar: Well everybody, listen to me now. Our very good friend is going away. The few days that he's spent with us are like five precious years. He is very quiet and every time that you see him you look upon him as a son. He's always ready to give a pleasant answer to anybody who questions him. He is a real good soul—may he have long life and may he travel in peace. But it is not forever, now that he is going we hope to see him again. So let's join in now and sing to him—"Mr. Sheahan, Goodbye."

Ebenezer Calendar and his Morenga Band performing "Goodby Mr. Sheahan" over the Sierra Leone Broadcasting System.

Mr. Sheahan, Goodbye, Mr. Sheahan, Goodbye
We've come here now to say goodbye to you

(CHORUS REPEATS)

A good friend does not last forever
One fine day you must part
Long life to you sir,
May you go in peace
We've come here to say goodbye to you.

(CHORUS)

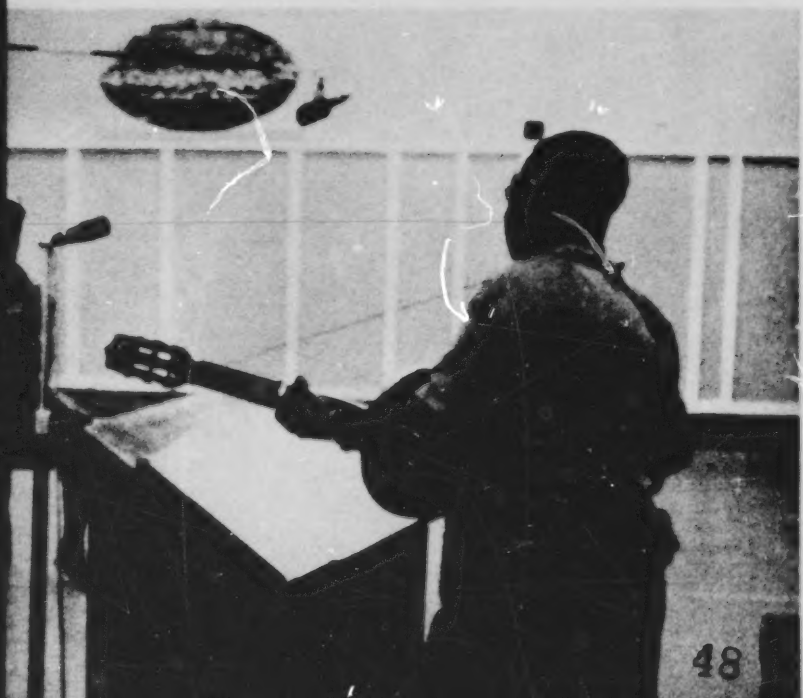
From January 1962 to June 1963
and now you are going to leave
May you go in peace
We've come here now to say goodbye to you.

(CHORUS)

When you're gone, please don't forget us
When you're there please remember us
Goodbye to you, sir,
May you go in peace,
We've come here now to say goodbye to you.

(Chorus) Ends with words:

". . . forever Sierra Leone forward forever."

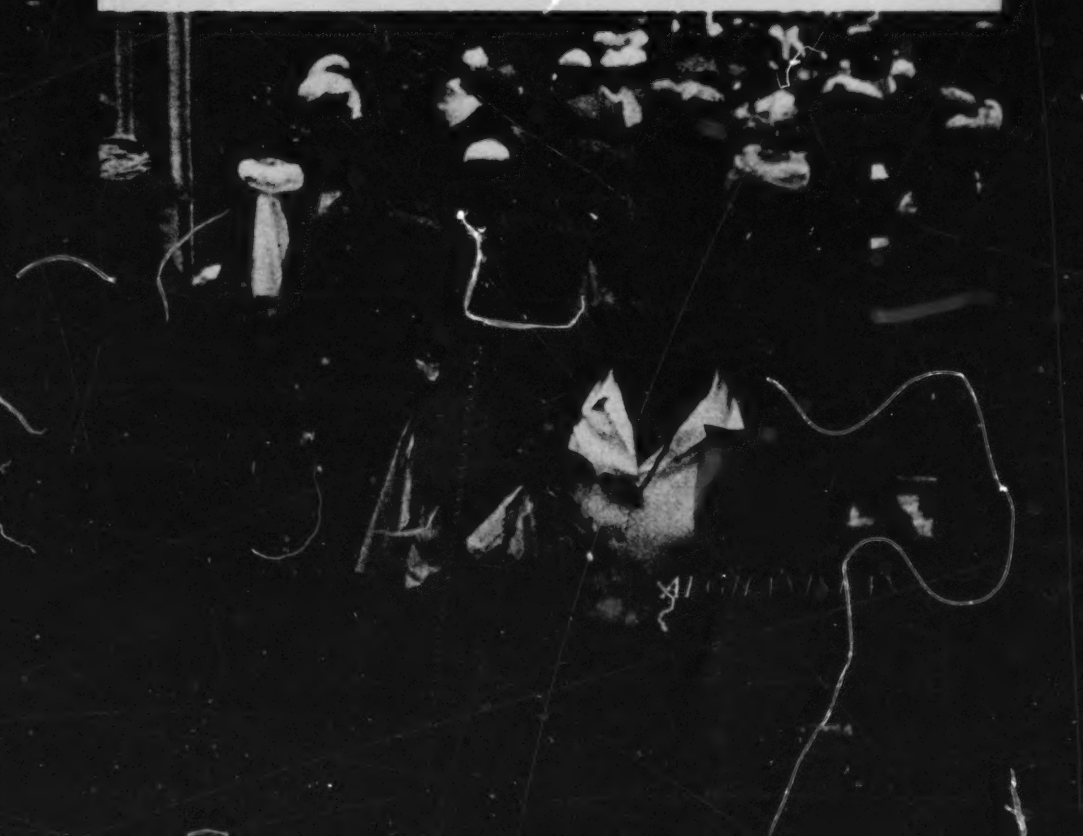


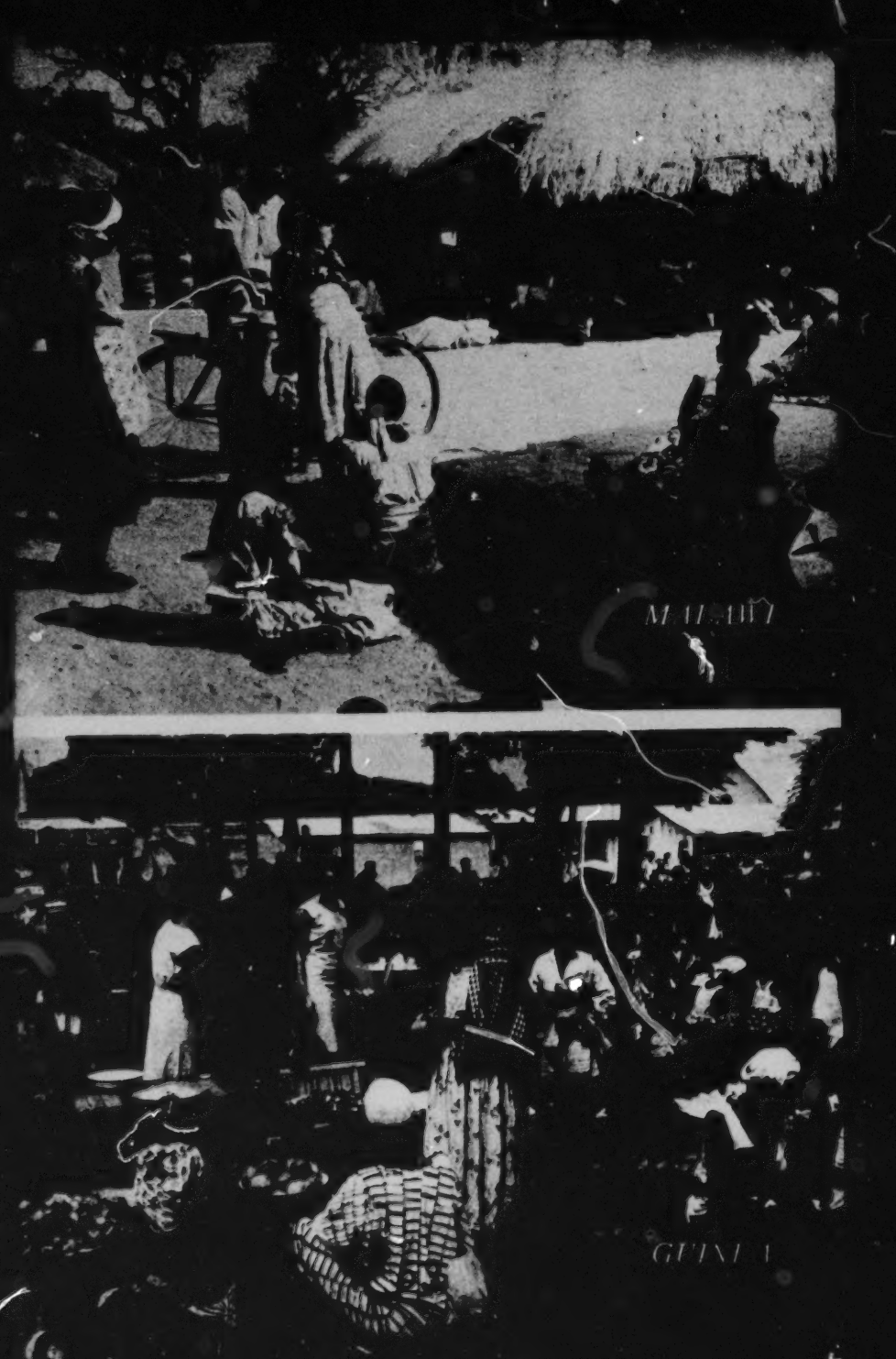
STRANGE NEW WORLD

"This is the hardest thing I've ever done. Absolutely nothing is familiar and I often feel totally alone—the physical difficulties actually help, as they take my mind off myself and the feeling of suddenly being cut off from the rest of the world. You cannot imagine the gulf between East and West, and it makes me laugh now to think that I expected to bridge it with a smile and a handshake!"

Patricia MacDermot, 24, who grew up in the urban heart of Manhattan, wrote those words three years ago, in the early days of her Peace Corps assignment as a teacher in a remote Philippines village. They remain today an apt definition of what is ominously called "culture shock".

Miss MacDermot was one of the fortunate ones who could articulate it. For many Volunteers, the period of culture shock is simply a critical time when they must make it, alone, in an almost totally strange world—or not make it at all.




MALAWI
GUINEA

BOLIVIA
PERU

III. YEAR OF CRISIS

The novel quality of the Peace Corps as an agency for overseas assistance is that it provides "help with no strings attached," a Turkish educator observed once.

In many countries where the Volunteers serve the atmosphere is supercharged with partisan tensions. But the Peace Corps is committed to people, not to policies or factions. The Volunteer comes to the host country as a non-political creature. If he develops personal sympathies along the way, they must remain personal, and unexpressed, because the merest hint of political adventurism would endanger not only his own position but that of the entire Peace Corps.

In some places Volunteers have had to tread a thin, precarious line between rival ideologies or conflicting national movements. In other places they have come under the persistent and vigorous attack of Communist propaganda, which customarily labels them "CIA agents" or "imperialist tools." And still, the Volunteers have managed to go about their business, doing their assigned jobs and winning the acceptance of the host country people.

Acceptance of the Volunteers—both in the United States and abroad—was put to the test in the earliest days of the Peace Corps when a postcard from a Volunteer containing unflattering allusions to conditions in Nigeria was seized upon by hostile elements there as the occasion for a protest rally by university students. The incident was exaggerated by the world press and there were moments, then, when the agency seemed destined for an abrupt and early demise. But the Peace Corps survived that test, and gained strength in world opinion because of it. Since then—particularly in the past year—it has come through even severer tests, some of which are described in the following pages.

In one instance the Peace Corps was forced finally to withdraw its program because a shooting war virtually eliminated the jobs the Volunteers were working at. But what these incidents generally reaffirmed was that without the Volunteers' basic commitment to a non-partisan interest in the welfare of the host people, the Peace Corps could not have survived at all. It is notable, too, that following some of the harrowing events the Volunteers lived through, there was no outcry from an alarmed American public—as in the early days there might have been—to "bring our boys home." The Peace Corps, occupational hazards notwithstanding, seems to be an accepted fact in America, as well as overseas.

DOMINICAN REPUBLIC

On September 25, 1963, the leadership of the Dominican armed forces, with little strife or resistance, overthrew the government of President Juan Bosch, and established a new government. The United States suspended diplomatic relations and its military and economic assistance programs, but the 150-member Peace Corps contingent remained. A dusk-to-dawn curfew enforced by the government for several days did not interrupt Peace Corps operations.

Washington Star staff reporter George Sherman, sent to Santo Domingo to cover the Dominican coup, reported back: "Upsetting political crises may come and go in this Caribbean country, but the Peace Corps has taken deep root. It is the only United States aid operation which has not been suspended . . . The Peace Corps is the most radical political operation which the United States has going in the Dominican Republic—no less than in the rest of Latin America."

The new regime actually expressed alarm that the Peace Corps might suspend operations, after other U. S. missions were withdrawn. Dominicans, too, expressed hope that the Peace Corps would not leave. Volunteer "Tex" Ford, working with a new agricultural school near Santiago, was approached by the school's director who suggested that, if the Peace Corps had to leave, Ford take a permanent job with the school. Members of a cooperative, fearful their Peace Corps Volunteer would be withdrawn, offered to share their meager resources with him if he would stay and complete his work. Other offers of food and hospitality assured Peace Corps workers their presence was eagerly desired.

The Volunteers stayed through the period of unrest, and in December, the United States recognized the new government. In the interim a new group of 28 Peace Corps Volunteers arrived to work in urban community development. A group of agricultural extensionists have since gone into the Dominican Republic. The current Peace Corps program with 165 Volunteers includes nurses, fishermen, foresters, a blind Volunteer who runs a school for the blind in Santo Domingo, and several workers in mental institutions bringing the first therapeutic approach to treatment of the mentally ill in the country.

BOLIVIA

Peace Corps Volunteer Robert Hergerstrom, an engineer, had already worked successfully in the planning and installation of water supply and sewage disposal systems in Bolivia when he was sent last December to the mining area of Oruro to investigate the need

for community facilities for the tin miners. At the same time he arrived in Catavi with three American government officials, the Bolivian government arrested two miners union officials on criminal charges. Angered miners in the area began rounding up "foreigners". Armed with dynamite and pistols they brought to the union hall as hostages 11 Bolivians, a Dutchman, a German and the four Americans, including Fergerstrom. In a power struggle with the government they told the President of Bolivia that they would hold their prisoners until the arrested union officials were released.

While negotiations went on between the miners and the government, with the U. S. offering to send full assistance to the Bolivian government, the prisoners spent 10 tense days in the union headquarters, guarded by the wives of the miners who wore sticks of dynamite tucked into their belts and would set some off periodically outside the building "as a warning".

The hostages were finally released when the miners realized the futility of their action and gave in to the government. Physically well-treated, the hostages just happened to be "targets of opportunity" when the miners were seeking bargaining power for their leaders. Two Peace Corps nurses in nearby Oruro remained completely unaffected by the crisis.

Not long after this episode, Fergerstrom, whose Peace Corps service would have ended March, 1964, extended his term to December, 1964, to finish construction of a water supply system for the town of Guayamarin.

CYPRUS

In September 1962, 23 Peace Corps Volunteers arrived in politically tense Cyprus to begin work in geological surveys, agriculture, physical education and secondary-school teaching. The situation called for the use of maximum resources by Volunteers, who had to walk cautiously between hostile Greek and Turkish communities. Trained in either Greek or Turkish, some worked with Greek communities, some with Turks, some for government agencies serving both communities.

In the first eight months the Volunteers came under heavy attack by the left-wing press. Called spies, provocateurs, incompetents, Peace Corps Volunteers nevertheless saw rumor and innuendo campaigns fall off after several months.

For example, the geologists, carrying out the first geological mapping of the island as a prerequisite to effective water and mineral use, were accused by left-wing dissidents of planning a

Polaris missile base for the United States. The geologists lived in small villages in the area in close contact with the people. They talked about their work in the coffee shops everyday after they came in from surveying. Everything they did was open to inspection, and gradually, Cypriotes began ignoring the rumors.

The Volunteers were making steady progress in their work when extensive fighting broke out on the island just before Christmas, 1963. Many were soon unable to move about freely enough to do their jobs. About half the Volunteers left their jobs by the end of January, 1964. Secondary school teachers and agricultural workers were able to continue into February before being forced to withdraw.

The geologists accepted an offer from Israel to finish their reports at the Geological Survey in Jerusalem, where they spent a month. They returned in March to consult the Cypriote director of the survey and turn in their field maps and descriptions of Cyprus. But they left permanently by mid-March.

One Cyprus Volunteer extended his service for another year and was transferred to Iran. The others, whose service was scheduled for completion in June, 1964, were released earlier. The last Peace Corps Volunteer left Cyprus on March 19.

This was the first time the Peace Corps had left any country because of war, but at no time were any hostilities directed toward the Volunteers. Acceptance of Peace Corps Volunteers by the people had probably never been higher than at the time they were forced to leave.

Bi-lateral agreements between the United States and Cyprus are still in effect, and the return of peace could bring new Peace Corps programs to the struggling island.

PANAMA

When anti-American riots broke out in the Panama Canal Zone and adjoining areas in January, 1964, 55 Peace Corps Volunteers were working in 40 different communities in Panama, mostly rural sites with populations of less than 1,000.

Peace Corps operations had begun there in March, 1963. Volunteers were building schools, and footbridges to enable children to reach the schools, digging latrines, developing community gardens for better food supply, working in hospitals and pharmacies. A credit cooperative developed by Volunteers in Almirante was described locally as "a real showpiece".

During the disturbance, a few Peace Corps activities were halted temporarily. In several instances, when Volunteers in the outlying

villages were sought out by anti-American groups from more urban areas, villagers turned the intruders back, actually forming "human fences" around Volunteers' houses to keep them from harm.

Volunteer Tony Masso in Bocas Del Toro saw processions carrying banners reading, "The zone is Panamanian and nothing more—OUT YANKEES". Students distributed hastily written circulars inviting all villagers to a public meeting protesting the "cowardly, brutal, and abusive action of the Yankees". Tony wrote, "the majority of the town was not behind this demonstration, in fact it was poorly attended. That night I was treated with the utmost kindness and invited to various Panamanian homes to have dinner and converse peacefully with my many friends here who were looking after my best interests . . ."

Volunteer Amy Byrne in Canazas said, "The people have informed me I am safer here with them than I would be in the Zone. There was a demonstration in the plaza the other day and a few cars came up and down the streets crying 'Viva Panama—Bajo Yankis'. But these same people later came saying that these words were not for me nor for the Peace Corps".

Mr. and Mrs. Anton Mittl, arriving at Panama airport with third group of Volunteers, are greeted by Ministry of Health officials. The Mittls, from Springfield, Massachusetts, are assigned to rural health work.

One Volunteer was away from his post in the village of La Concepcion de Juan Diaz at the time of the riots. When objections were raised to his return, the village voted on the question. Of 112 families voting, 98 voted in favor of his return, seven were doubtful, one abstained and six were opposed.

Even though Panama temporarily severed diplomatic relations with the United States, the Peace Corps program went on. At the time of the break, in fact, several ministries were requesting an increase in the program. When David J. Boubion, Peace Corps Representative in Panama, surveyed the scene after the rioting, he reported the Volunteers wished to get on with their work and the people wanted them to stay. Respective communities gave assurances of protection afterwards for Peace Corps Volunteers. "We shall proceed 'adelante'," Boubion wrote. An additional Peace Corps group went into Panama at the end of May, 1964. Specializing in agricultural reform, the Volunteers will conduct a program—"replacing the machete with the plough"—to increase and improve the food production of the Panamanian people.

TANGANYIKA

Early one morning in January, 1964, an army mutiny broke out in Tanganyika. Confined to the capital of Dar es Salaam and several remote outposts such as Tabora, it was put down within three days.

In Tabora, where three Peace Corps nurses and two teachers were stationed, mutineers went out searching for "Europeans". When the soldiers came to the school, an African teacher hid the Peace Corps teachers in a closet in the principal's office until the soldiers left. The whole community closed ranks to protect them.

When the soldiers got to the hospital, they found one Peace Corps nurse dressing the wounds of a soldier, who told them to leave her alone. The other two nurses, Jean Read and Carole Siriani, were accosted in the outpatient clinic. As the mutineers appeared at the door with bayonets, a nursing orderly jumped in front of Jean to shield her. She seized Jean's sleeve and attempted to push her into a corner. "But", said Jean, "when they raised their rifles and pointed them at me, I said to her, 'I have to do what they say'. I had to—if only out of consideration for the safety of the rest of the people at the hospital". Patients wept as the soldiers forced the two Peace Corps nurses outside, where several shots were fired over their heads. Then, just as abruptly, the soldiers left, and the nurses returned to the hospital unharmed.

"After the trouble was over", Jean recalled, "our co-workers were nervous about how we would react. The people here would never let anything happen to us. The first people to come and help us would be the African staff".

Most of the community and co-workers have since, formally or informally, expressed regrets at what happened in Tabora.

Volunteer Read has extended her Peace Corps service and will remain at Tabora for one more year. Carole Siriani has requested permission to re-enroll for two years.

The 94 Peace Corps members in Tanganyika will soon be supplemented by a group now in training at Syracuse University for a public works program. At the government's request the entire program will be more than tripled by December, 1964, when more teachers, nurses, agricultural workers, as well as architects and lawyers are scheduled to arrive.

IV. NEW DIMENSIONS

The Peace Corps in its earliest days was, in a sense, at once the beneficiary and the victim of its own momentum. Rapid growth enabled the agency to make a timely response to urgent needs overseas. But this left little time for experiments and innovations. More recently, with programs firmly established in 44 countries, and returned Volunteers and overseas staff members providing a fresh stimulus in Washington, the Peace Corps has developed novel approaches to recruiting, training, administration, and overseas programming. Some of these "New Dimensions" are described in this section.

VACATION PROJECTS

In Ethiopia 33 Volunteer teachers spent their school vacation cataloguing and inventorying thousands of textbooks and other classroom items stored in school warehouses in Addis Ababa and in 12 provincial capitals. They were helped by Ethiopian secondary school children and their work resulted in a complete overhaul of the supply system bookstores operated throughout Ethiopia by the Ministry of Education.

In Nigeria eight Volunteers and three Nigerian teachers ran a successful three-week day camp for 65 fifth grad children, during a school vacation. They enlisted a local women's organization as co-sponsor, organized an advisory committee of neighbors, parents and community leaders, got the Ministry of Agriculture to provide free eggs for morning meals, and got the

Ministry of Health to provide medical check-ups for the children. They recruited a Peace Corps staff member to help organize the camp and asked the Peace Corps physician to help with the medical examinations. They obtained use of the local school compound—normally closed during the vacation period—and were helped by considerable radio, TV, and newspaper coverage. The favorable response encouraged the Volunteers to plan for the following year a resident vacation camp where interested teachers and community leaders could be taught day camp organization and administration.

With more than half the Volunteers in service around the world presently working as school teachers, these are typical of the activities in which they engage during school vacation periods, when they are not on leave.

Service in the Peace Corps involves not just "doing a job" but a commitment to become, for two years, intimately and constructively involved in the culture and everyday life of the host country. It is the aim of the Peace Corps and of the individual Volunteers to be as useful as possible to the host country, to do the "something extra" that perhaps few others are doing. "Vacation projects" can make definite and often unexpected contributions to the communities and agencies in which Volunteers work.

Wendell Gorum, manual trades teacher at a boys school in Osorno, Chile, doubles as a recreation leader. Gorum, 23, is from Norfolk, Virginia.

During long vacation periods, schools and their facilities have customarily shut down when expatriate teachers departed for vacations in their home countries or elsewhere. The Peace Corps Volunteers, it was generally assumed by host country ministries, would do likewise. As teachers, they were not expected to do anything but teach. Few people considered it fitting that teachers should soil their hands in the manual labor required to build additional classrooms or in the construction of complete new schools, latrines, sports facilities, and science labs. In the Ivory Coast, for example, the Chef du Cabinet seemed surprised to learn that Volunteers were working during the summer giving special make-up classes, building athletic fields, and supervising playgrounds that normally close down for the summer.

Some Volunteers plan individual projects. Others team up for major jobs such as in Ethiopia, where seven Volunteers and an Ethiopian teacher organized 20 patients and a maintenance crew to build a badly needed five-room school at a Leprosarium in Dessie, the town where the Volunteers were teaching.

Not every effort succeeds. Disappointments and frustrations reward some ambitious and seemingly well-planned ventures. A Volunteer grade school teacher in the Philippines planned to conduct supplementary classes in basic English for third and fourth year students. As the vacation period neared, he made arrangements with some Filipino teachers, his school principal, and the parents of about 20 students—who promised that their children would attend the classes. But when the classes were set to go, so was the harvest season—and when only three or four students attended, the school was closed after a few days. The eager parents unfortunately had neglected to mention that they would be needing the services of their children for the harvest.

Volunteers have often used vacation periods for language classes which increase their effectiveness on their regular jobs. And shorter vacations—such as a week at Easter or Christmas—are sometimes used for conferences in which Volunteers discuss their problems, help each other, and plan projects for the longer vacation periods. In some instances they have used these shorter periods to give the Peace Corps staff much-needed assistance in checking out jobs for Volunteers still in training, examining at first-hand proposals for future programs, or orienting newly arrived Volunteers.

ADVANCED TRAINING PROGRAM

The Advanced Training Program is an extension of the Peace Corps training process, designed expressly for the college student.

If a student applies for Peace Corps service in his junior year and is accepted, he need not wait until after he graduates to begin training; under the Advanced Training Program, he can commence preparation for an overseas assignment immediately.

The longer training period has two obvious advantages: it boosts language facility, and it gives the candidate a chance to delve more deeply into the studies of the country in which he will serve. Another useful by-product of the program: armed with greater advance knowledge of the skills and aptitudes of its future Volunteers, the Peace Corps can plan its overseas programs more effectively.

The Advanced Training Program entails a new kind of cooperative effort between the Peace Corps and American colleges and universities. College students first take a special eight-week Peace Corps training course in the summer between their junior and senior years. This course, given by certain selected institutions, primarily includes language training and area studies. The trainees then return to their own campuses where they continue language training and area studies throughout their senior year, either independently or in regular undergraduate courses. They may even revise their senior year studies somewhat to aim more directly at their future Peace Corps assignments. A guidance officer from each participating institution will be on hand to

Community development workers relax over coffee in house they share in Manfe, Cameroon. Alton Scarborough (left), 24, is a Peace Corps Volunteer from Pedricktown, New Jersey. His roommate, Boris Andreieff, is a member of the French International Volunteer Service.

chart his trainees through their senior year. After graduation, the candidates will be given four to eight additional weeks of Peace Corps training before going overseas.

The first Advanced Training Program began this June at Dartmouth College with 157 trainees bound for teaching assignments in seven French-speaking West African countries in 1965: Senegal, Guinea, Ivory Coast, Togo, Niger, East Cameroon and Gabon. Close on the heels of the Dartmouth session, 24 juniors began training at San Francisco State University as elementary teachers for Liberia; and at Yale, 79 prospective Volunteers began preparations for community development work in Ecuador, Bolivia and Peru, while 77 went to Camp Radley, one of two Peace Corps training sites in Puerto Rico, also to train for community development jobs in Latin America. In July, the University of California at Berkeley will be host to 66 trainees for secondary school assignments in Nigeria, Ghana and Sierra Leone.

These first Advanced Training Program trainees come from nearly 250 colleges and universities across the country. While they are completing the final leg of their training next summer, a new crop of juniors will be beginning their Advanced Training.

IN-HOUSE TRAINING

It was just three years ago, in the first Peace Corps training programs, that America began preparing ordinary citizens for extraordinary overseas service. Given the nature of the Volunteers' role, there were few precedents, no hard guidelines, no handbooks to consult. From the start, the Peace Corps knew that the training programs would be a learning experience not only for the Volunteers, but for the Peace Corps as well. In the spring of 1964, the Peace Corps attempted to put that "learning" to work in an "in-house" training program at Camp Crozier, one of two Peace Corps Outward Bound centers in Puerto Rico.

Normally, training is contracted to a university or a private organization, but this year the Peace Corps decided to do a full training program on its own. It chose a group of agriculture and community development Volunteers bound for the Dominican Republic. They spent 11 weeks at Camp Crozier and three additional weeks working with various Puerto Rican agencies.

The entire program was managed directly by the Peace Corps. Most of the instructors were Peace Corps personnel—staff members from the field, and Washington, and returned Volunteers. Peace Corps medical personnel taught the program's Health and Medical component. A returned Volunteer designed and taught a basic home economics course. Another, who had served in the

Dominican Republic, taught basic agricultural and community development skills and drew on his own experience to give the trainees practical insights into the problems and situations they would face in the host country. Introductory lectures on Area Studies were given by the Peace Corps' Regional Director for Latin America. Community development lectures were given by the Peace Corps Dominican Republic staff. Most of the American Studies section and all of the Communism component were handled by Washington staff members. Language instruction was contracted to the Berlitz School of Languages and Agricultural Studies were under the supervision of the University of Florida's specialists in tropical agriculture. Woven through the academic segments was the "Outward Bound" experience, a program of rigorous physical conditioning and psychological stresses.

Although the program employed some non-Peace Corps personnel, it was primarily a Peace Corps effort, an effort designed not to replace university training but to supplement it, and to determine how all training could be improved. Direct administration provided flexibility and the means of fully utilizing the foreign expertise built up by the Peace Corps since its inception. The camp setting provided a tropical Latin environment similar to the one in which the Volunteers would serve. Its proximity to

Martha Iwaski and another Volunteer run a nutrition program which provides a hot breakfast of milk and oatmeal to 4,000 children in Chimbote, Peru. The program is sponsored by Food for Peace. Martha, 29, Santa Fe, New Mexico, is a law school graduate.

the Dominican Republic provided the opportunity to mount a program closely oriented to the needs and conditions of that country.

The program itself was intensely practical. Trainees were required to work as well as listen. They were given unstructured free time in which they could be on their own and use it as they saw fit. In short, they were encouraged to take responsibility in some measure for their own preparation. They were urged, too, to discuss and challenge the relevancy of the material presented to them. Throughout the entire program, the Peace Corps' selection personnel were able to be in continuous contact with the trainees and observe them in a variety of experiences and situations.

Field reports from the Dominican Republic indicate that the the training program was successful, and the Peace Corps has decided to design additional in-house programs. Another group of Volunteers bound for Latin America will train at Camp Crozier beginning in October, 1964. Still others will follow. Through the insights which the Peace Corps gains in this process the quality of all training programs will continue to rise.

EDUCATIONAL TELEVISION

The Peace Corps pilot project in educational television which opened up last year in Colombia is now reaching 125,000 students in Bogota and vicinity with such subjects as mathematics, natural science, geography and history. Five hundred television receivers supplied by the Agency for International Development under the Alliance for Progress have already been installed in the Bogota area. Another 1,000 sets are now being installed by Peace Corps Volunteer technicians in more remote areas.

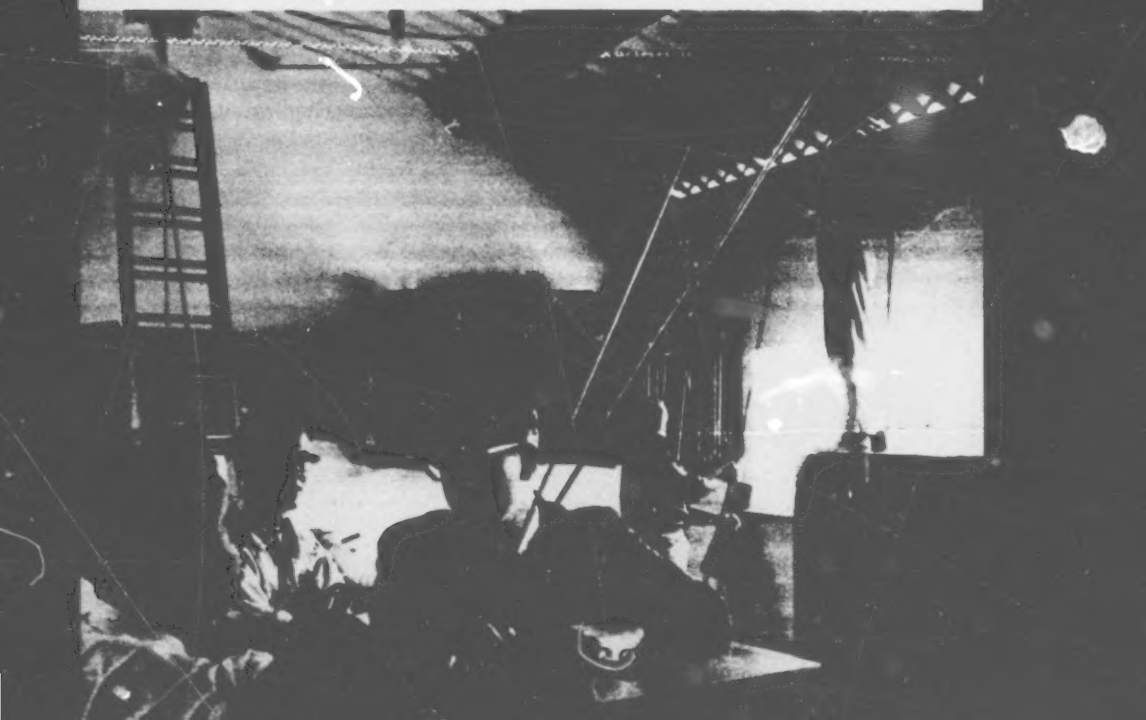
Two teams of Peace Corps Volunteers inaugurated this mass schooling effort which will become an integral part of Colombia's national education system. The first group of 43 Volunteers, trained at the University of New Mexico and the University of Nebraska with an equal number of Colombians, were television technicians, maintenance and repairmen, programmers, producers, writers and teachers. A second group of 50 Volunteer teachers was assigned to travel to the schools receiving the television broadcasts, distributing program material and preparing teachers to use it, and acting in general as contacts between the teachers and the program planners.

Less than a year after the program began a group of the Volunteers was presented with a citation by the Communications Arts Department of Fordham University. The citation honored them

for "an international project which has combined the planning and personnel of Colombia and the United States in a people-to-people program of action, which has capitalized on the research and experience of the past 15 years of educational television, and which will serve both the needs of a nation and the hopes of a continent . . ."

To help carry the program across a huge country with an illiteracy rate of nearly 50 per cent, the Colombian government has asked for a new contingent of 64 Peace Corps Volunteers who can be available for service by the Spring of 1965. Coordination between production of programs and teachers in the classrooms has never before been attempted on so large a scale as in the Colombian educational television program. When the initial network is well established the system will be taken over completely by trained Colombian personnel. Other pioneer efforts will then be made in adult literacy programs, teacher training programs and the teaching of industrial skills by way of television.

Four Volunteers and a co-worker (left) prepare a Colombian classroom for educational television broadcasts.



SCHOOL-TO-SCHOOL

Many Americans who cannot join the Peace Corps are nevertheless eager to participate in some direct and personal way in programs of international assistance.

In September of 1963, one such American, Gene Bradley, an executive with the General Electric Corporation and president of the Rosendale Elementary School Parent Teachers Association in Schenectady, New York, asked a friend what could be done overseas with $750—a sum which had been collected by the Rosendale PTA. The friend, Stuart Van Dyke, AID Mission Director in Turkey, replied that $750 could help a poor community build a school . . . "by buying the cement and block-making machines and providing construction supervisors." From this, Bradley developed the idea of a School-to-School program in which United States schools or civic organizations would sponsor the building of schools overseas.

Bradley took his idea to the Peace Corps, and to other agencies working in developing nations overseas. The responses were alike: with a little money— generally estimated at about $1,000— and some professional supervision, the agencies agreed, people in other countries could be helped to build their own schools. The Peace Corps offered immediate assistance, and with the enthusiastic support of the Rosendale PTA, Bradley went to Colombia where Peace Corps Volunteers had already been assisting villagers in self-help school construction. He visited sites recommended by Volunteers, spoke with community leaders and obtained the support of the Colombian Minister of Education, Dr. Pedro Gomez Valderrama, as well as that of the United States Ambassador, Fulton Freeman, and his wife. The uniform encouragement helped translate School-to-School into a reality.

In April 1964, Sargent Shriver announced the formal participation of the Peace Corps in School-to-School, and described the work in progress on the first school being built—a three room structure in the village of Casa Blanca, Colombia—for which the Rosendale PTA contributed a total of $1,000. Within a few weeks more than 650 American schools and organizations inquired about the program and over 50 pledges of funds were made.

As conceived, School-to-School is neither charity nor handout. It is an opportunity for extending assistance to overseas communities in which the local citizens demonstrate their willingness to work and where it is clear that they need outside assistance. When a community seeks aid from School-to-School it must first have acquired a site and obtained approval of architectural and construction plans by the Ministry of Education. The citizens

must have an effective community organization, they must be committed to build the school by their own labor, and they must contribute 25 percent of the total cost. A teacher from the locality—or from the Peace Corps—must also be available to run the school.

When these conditions are met—and verified by the Peace Corps Representatives or some other reliable observer—funds from School-to-School can be made available for purchase of materials for each step of construction.

Each school being built is financed by one United States school or civic organization, which "adopts" the project as its own and raises the $1,000 to support construction. The Peace Corps does not itself assume any responsibility for construction, financing, or, generally, for disbursements, although its country staff must approve payments on the basis of demonstrated accomplishment.

In Colombia alone there is a shortage of 40,000 classrooms. The Casa Blanca School will be the first in its area able to accommodate students through the fourth grade. In Brazil, Panama, and Colombia more schools will soon be under construction with

Floyd Davis, 22, from South Norwalk, Connecticut, teaches chemistry and biology—sometimes outdoors—in Gore, Ethiopia.

the assistance of funds contributed by PTAs, Rotary Clubs, and students of the sponsoring schools. In Rockville, Maryland, for example, students at Broome Junior High School staged a number of fund-raising events including a "Sadie Hawkins" day for the benefit of the School-to-School program.

In the Casa Blanca-Rosendale undertaking, students of the two schools wrote to each other as did parents from the two communities. The exchange of letters and photographs established personal ties which will probably continue long after construction is completed. Thus the School-to-School venture can make a lasting contribution to international understanding.

In a letter to Cyrne Bradley, who is now directing the program for the Peace Corps on a six-months leave from General Electric, President Lyndon Johnson wrote: "I recently heard of Rosendale's intriguing School-to-School program and wanted you to know how much I appreciate your leadership in this effort.

"Through the efforts of the parents and students of Rosendale school, the people of Colombia . . . will know that aid programs of our government are merely extensions of the compassion and concern represented by your project."

VOLUNTEER SECRETARIES

Many applicants for service in the Peace Corps possess occupational skills which few host nations are apt to request—miners, tanners, writers, steeplejacks, gem cutters to mention a few. Once, with tongue-in-cheek, a request was made by a developing country for a bartender. It was declined because the potential contribution to economic development and international understanding was somewhat dubious.

More to the point, while a considerable number of Peace Corps applicants have secretarial skills, in the past only a few could be given overseas assignments, such as the six Volunteer secretaries working for the government of Afghanistan. There is scarcely any demand by host nations for secretaries, unless the Volunteer can double as a school teacher.

Several of these secretarial applicants, when told there was no request for their services, suggested that they might instead serve as Volunteer secretaries for Peace Corps staffs abroad. At first glance this did not appear feasible; in enacting the legislation creating the Peace Corps, Congress expected Volunteers to serve host country institutions and work directly under host country supervisors.

But at the continued urging of secretarial applicants, the Peace

Corps sought, and obtained, a change in legislation which permitted use of Volunteer secretaries. The change was in keeping with the Peace Corps' belief that it should provide as much opportunity as possible for administrative personnel to serve on a voluntary basis, and that opportunities for Americans to serve overseas as Volunteers should be expanded whenever possible.

The secretaries receive most of their training in regular Volunteer training programs. The technical studies component of their training is given by the Peace Corps in its Washington headquarters. Overseas the secretaries are given the same allowances as other Volunteers, and are expected to conduct themselves in all respects as Volunteers, to the extent of participating in "extra" activities such as teaching, sports coaching, etc., after regular working hours.

A total of nine Volunteer secretaries are currently serving with Peace Corps staffs in Nigeria, Tanganyika, Togo, Malaysia, and India.

Tanganyika Representative Martin Chamberlin explains the intricacies of his office in Dar es Salaam to Alice Kochensparger. Alice, 40, of Fort Lauderdale, is among the first Volunteer secretaries to serve overseas.

RECRUITING

The Peace Corps must conduct programs of information and recruitment because misconceptions about requirements have grown—despite increased radio, television, and newspaper coverage. For example, many mechanics and farmers still think that Volunteers must be liberal arts graduates and many liberal arts students think that only mechanics and farmers are needed. Another common misconception is that all Volunteers must be fluent in a foreign language before entering the Peace Corps.

In the past year returned Volunteers have greatly assisted the Peace Corps recruiting and information program as members of teams which visit campuses, discussing their own Peace Corps experiences, and explaining opportunities for service to students in classrooms and campus organizations.

Other Volunteers have helped by giving talks about Peace Corps service at meetings of unions, fraternities, and professional and civic organizations near their homes. Some are members of the more than 55 Peace Corps Service Councils which assist the Peace Corps without compensation, by giving talks at junior colleges, high schools, nurses' schools, and even at local fairs. These councils are mainly composed of friends and relatives of Volunteers, and other persons interested in helping the Peace Corps in any way they can. The effectiveness of these groups continue to increase as more and more returned Volunteers add to the extent and variety of information they can disseminate.

In the past year, the Peace Corps information and recruiting efforts resulted in an increase of 57 per cent in applications over the Fiscal Year 1963 total. From October 1962 through May of 1963, applications submitted totaled 23,622. In the corresponding period from 1963 to 1964 the total was 37,101.

V. OTHER NATIONS' PEACE CORPS

While Volunteer service programs have long existed, it was the prominent success of the U.S. Peace Corps which sparked new interest in world-wide volunteer movements. As a result, a spirit of unprecedented cooperation has grown up between the industrialized nations of the northern half of the globe and the developing nations of the southern hemisphere in a few short years. In the future as many as 150,000 Volunteers are expected to be making an impact on economic and social development in scores of countries, through international and domestic service corps.

Recognizing the increasing need for technical assistance in the growing voluntary movements abroad, the U.S. Congress amended the Peace Corps Act in December 1963, declaring it U.S. policy and a further purpose of the Act to assist nations in their efforts to establish voluntary service programs. Within the Peace Corps, the Division of National Voluntary Service Programs was set up to provide this assistance.

The Division will coordinate its efforts with those of the International Secretariat for Volunteer Service, an outgrowth of a 43-nation conference on middle-level manpower problems, presided over by the then Vice-President, Lyndon Johnson, in October 1962.

Through its participation as a member of the Secretariat, and through the Division of National Voluntary Service Programs, the Peace Corps now assists industrialized nations in establishing international volunteer programs, and aids developing nations in organizing their own domestic voluntary programs.

Countries with Volunteers serving abroad now include Canada, Australia, Belgium, Denmark, The Netherlands, France, Federal Republic of Germany, New Zealand, Norway, Switzerland, Israel, and the United Kingdom. Italy, Austria, Japan, Argentina, and Sweden are planning similar programs.

Typical examples of the new national volunteer groups for overseas service organized by industrialized nations are those of The Netherlands and the Federal Republic of Germany:

THE NETHERLANDS

The Youth Volunteer Corps of The Netherlands (Jongeren Vrijwilligers Programma), established by the government in February, 1963, is patterned directly on the U.S. Peace Corps. Its current annual budget is $1.125 million, a substantial sum for a relatively small country. Volunteers are trained in Amsterdam at the Royal Institute for the Tropics. Here they learn ethnology, hygiene, and even jeep-driving. In general, the emphasis is on Volunteers with practical skills such as construction and agriculture. The major difference between the Dutch and American programs is that once a Dutch Volunteer enters training, there is no further selection process, whereas the U.S. Peace Corps continues to select out candidates during the training period.

The Youth Volunteer Corps is now working in Brazil, Cameroon, and Colombia. It expects to have 150 Volunteers in the field by the end of 1964, with an eventual goal of 500 new Volunteers per year to keep 1,000 Volunteers in developing countries at all times.

FEDERAL REPUBLIC OF GERMANY

President John F. Kennedy was present in Bonn when the German Development Service (Deutscher Entwicklungsdienst) was inaugurated on June 24, 1963, and he welcomed the German contribution to "a great international effort in the nineteen-sixties for peace."

The German volunteer effort has been organized as a private, non-profit stock company which will be completely financed by the government, but operated by the Council for Learning and Helping Overseas, representing some 30 private or semi-private groups interested in development work. Its current budget is $1.6 million. This will be increased to $2.5 million in 1965.

Even before its inauguration, the Service had received more than a thousand applications from Volunteers. By the end of 1963 more than 60 requests for development projects had been submitted to it. The Service takes both men and women volunteers from 21 to 35 years of age for two-year terms. The three to five months of training is given in Germany, except for a final four weeks in the host country.

By the end of July, 1964, the Service will have its first contingent in the field: 15 Volunteers in Tanganyika on urban development projects, 16 Volunteers in Libya as mechanics in automotive repair shops, and 19 Volunteers in Afghanistan to work in various trade and craft schools.

Domestic Programs

Domestic Volunteer programs to promote social progress within their own borders are being developed in Zambia, El Salvador, India, Jamaica, Kenya, Ethiopia, Honduras, and Thailand. El Salvador and Zambia have representative programs in this field:

EL SALVADOR

In mid-1963 the government of El Salvador, smallest and most densely populated country in Central America, established the El Salvador Social Progress Corps (Cuerpo de Salvadorenos para El Progreso Social). Growing out of an existing program of educational brigades, the Social Progress Corps received organizational assistance from the ISVS. Volunteers were sent to the University of Oklahoma for training in community development work, along with U.S. Peace Corps Volunteers who were scheduled to work with them in their brigades. They returned to El Salvador with a team of Oklahoma advisers for additional field training.

By September 17, Social Progress Corps brigades of five members each went to work, including one or two U.S. Peace Corps Volunteers attached to each group. El Salvadoreans will develop one-year self-help programs in rural villages and surrounding areas to assist in agriculture, literacy training, health and sanitation, home economics and recreation.

ZAMBIA

Zambia (formerly Northern Rhodesia), like many developing nations, has a problem of unemployed, uneducated urban youth. Their number is increasing steadily as young men flock to the cities from the countryside, creating a potential for social unrest but also a source of manpower. Last September the ISVS provided a full-time consultant to the Zambian government to plan a domestic job corps.

Out of this collaboration came the Zambia Youth Service, one of the largest national volunteer programs in the developing world. Five youth camps are already under construction. Three are already occupied by several hundred volunteers. Nearly 16,000 applications for service have been received. Young men and women volunteers from the ages of 16 to 25 are accepted for two-year enlistments.

Volunteers will spend half their time on work projects for national economic development, the other half acquiring academic and vocational training. Zambia hopes to create initiative,

The pleasure seemed mutual as German Chancellor Ludwig Erhard—flanked by President Johnson and Peace Corps Director Shriver—announced his country's pledge of $50,000 to support the International Secretariat for Volunteer Service, at the White House in June.

independence, and an attitude of self-help among Volunteers, integrating them afterwards into the national economy as useful citizens. Plans call for 13 camps with 7,500 Volunteers by the end of 1964. The eventual goal is 50,000 Volunteers.

VI. BUDGET

In fiscal year 1964 the Peace Corps reduced the average cost per Volunteer from $9,000 to $8,100. Host country contributions, management improvements, and some changes in operations made this reduction possible and will allow a further reduction in cost per Volunteer to $7,825 in fiscal 1965.

A total of $96 million was appropriated for fiscal year 1964 against which $56.5 million was obligated for Volunteer and project costs and $19.7 million for administration and program support—a total of $76.2 million.

Host country contributions amounted to more than $2 million in fiscal 1963 and over $2.7 million in fiscal 1964.

This direct support of Peace Corps Volunteers was the single largest factor in cost reduction. Host countries have contributed housing, training, living allowances, clothing, vehicles, tools and equipment, gasoline, office space, and clerical assistance to various programs.

In fiscal year 1964 operational and management changes permitted savings in other areas.

A survey of materials and allowances given Volunteers resulted in each Volunteer being required to purchase his own routine household supplies out of his settling-in and living allowances. Additional cuts were made in the amount of supplies and equipment given each Volunteer. Housing costs for Volunteers—and staff—were also cut. These changes permitted savings estimated at $2.4 million. Another $475,000 was saved by reducing the use of 4-wheeled vehicles.

The increased proportion of Volunteers going to Latin America and Africa and improved preventive medical practices resulted in savings of over $1.6 million. Changes in contracting practices; using the Federal Telecommunications System for long [illegible] improvements in processing questionnaires received [illegible]nts; effective use of a research investigation regarding [illegible] of references submitted on behalf of applicants; cooperating with the General Services Administration in setting up a convenient duplicating facility and arranging better printing procurement, saved another $712,000.

Smaller savings came from placing a limit of 44 pounds (instead of 66 pounds) of accompanying baggage on international air travel, reducing allowances for storage and shipment of the personal effects of staff members, and discontinuing the shipment overseas of staff members' private automobiles.

An unusual opportunity for reducing costs was provided when many citizens of Washington volunteered to work without compensation at Peace Corps Headquarters preparing letters, distributing recruiting materials and doing other clerical tasks.

Only in the area of training did a rise in cost partially offset the general decline. This was due to an expansion of the training programs. After the first Peace Corps programs had worked overseas for several months, Evaluation reports insistently indicated that Volunteers' effectiveness would be increased greatly by an expansion of their training in language and technical studies. Some early training programs had given Volunteers only about 120 hours of language and as little as 60 hours of technical studies. Now, an average of 300 hours of language—sometimes as much as 360 hours—is given, and technical studies average between 150 and 200 hours.

The changes in estimated average cost per Volunteer permitted by host country contributions, improved management, and the rise in training costs, are reflected in the following table which compares fiscal 1963 and 1964 data with the forecast for 1965 when additional savings are expected to further reduce the average cost per Volunteer.

TYPICAL COSTS PER VOLUNTEER
(Based on two years of service)

	FY 1963	FY 1964	FY 1965
Background Investigation	$ 400	$ 400	$ 400
Readjustment Allowance	1,900	1,900	1,900
Training	1,900	3,000	3,000
Travel and Transportation	2,000	1,700	1,700
Living Allowance	4,000	3,400	3,400
Medical Examination and Care	600	300	300
Other	2,400	900	800
Total for two years	$13,200	$11,600	$11,500
Average annual rate per Volunteer	$ 6,600	$ 5,800	$ 5,750
Administration	2,400	2,300	2,075
Total average annual cost	$ 9,000	$ 8,100	$ 7,825

PEACE CORPS NURSES

In the United States there are 23.4 nurses for every 10,000 people—in the countries requesting Peace Corps nurses there are at most 2 nurses for every 10,000 people. The need for trained nurses, obviously, is overwhelming.

Aside from their degree and their commitment, the 325 registered nurses in the Peace Corps have little in common. They range in age from 21 to 68—some are recent graduates, others are women who have retired after a lifetime of nursing—they serve anywhere from the tiny Caribbean island of St. Lucia to Afghanistan on the Russian border—their assignments cover the spectrum from Public Health in Turkey to Mental Health in Malaysia.

Nursing in the Peace Corps falls into three general categories; working in large government hospitals, teaching, and developing rural health programs.

Peace Corps nurses work in government hospitals in Tanganyika, Tunisia, Pakistan, Brazil, India, and the Dominican Republic.

Others concentrate on training medical and nursing students. One Volunteer in India takes three of her students to outlying villages for two weeks every month. They travel by foot and bullock cart to teach the elements of health and hygiene to villagers.

TUNISIA: Baby sheds tears while Mother fights them back, as Margaret Gallen, 29, from Philadelphia, Pennsylvania, gives an injection of water. The infant is suffering from dehydration, the major health problem at the clinic in Tunis where Margaret works.

MALAYA: Smiling and weeping, respectively, are Rita Franzone, 24, from Oak Park, Illinois, and her young patient in the general hospital at Alor Star, Kedah.

ETHIOPIA: Gertrude Solomon, 56, of Tarzana, California, a member of the Peace Corps medical team in Dessie, massages the leg of a polio victim. The ailment had not been diagnosed or treated until the mother asked Miss Solomon to examine the boy, who had never walked. Fitted with leg braces, he will attempt his first steps soon.

Many developing countries are trying to extend good health care beyond city limits. Peace Corps Volunteers work with host country teams to control yaws, tuberculosis, malaria, and leprosy. In Malaysia, Chile, Honduras, Bolivia, Peru, Colombia, Ecuador, and El Salvador, nurses work in rural health programs, some with traveling clinics using the back of a jeep as a consulting-operating room, others in immunization programs fighting smallpox, diphtheria, and polio. Still others staff up-country health centers. In Togo and Ethiopia, Peace Corps medical teams made up of doctors, nurses, laboratory and X-ray technicians, pharmacists, sanitarians, and health education aides, join with local co-workers in an effort to develop rural hospitals and health centers.

Dr. Ann Browder, 30, of Hackettstown, New Jersey, another member of the Dessie medical team, talks to a patient in the 90-bed hospital she directs. One of two women doctors in the Peace Corps, Dr. Browder also sees 50 to 60 outpatients daily.

BOLIVIA: Priscilla Bauguess, a registered nurse, lives with two other Peace Corps nurses in Coroico, an Indian migrant community in the foothills of the Andés. Their home is a modest apartment on a side street where they set up a clinic for their Indian neighbors in their free time.

To encourage people to visit government clinics, Priscilla, another Volunteer, and a Bolivian Ministry of Health doctor travel the countryside in a big jeep equipped with films, charts, posters, and medical supplies. They follow up the contacts they make through the mobile unit with house calls, effectively combining health education with curative medicine.

Priscilla, 26, from Moline, Illinois, spends most of her time working with Bolivian doctors in government clinics, often only a bare room, in Coroico and the neighboring villages.

VII. RETURNING VOLUNTEERS

By June 30, 1964, almost 2,000 Volunteers had completed their Peace Corps service. Of these, 55 per cent are continuing their education, 36 per cent of them at graduate schools. A total of 38 per cent are employed in government and private organizations, including 12 per cent in teaching jobs at all levels.

The number of returning Volunteers will grow from 3,000 this year to 5,000 and more in suceeding years. Their overseas experience offers an important new resource to the United States.

CAREER INFORMATION SERVICE

The Career Information Service was established to help Volunteers find the best available opportunities for continued application of their Peace Corps experience and ideals. It is a first step in an attempt to assure that the resource represented by returning Volunteers is put to maximum use in the national interest.

The need for such a service became clear as the first Volunteers returned to the United States. After two years in the Peace Corps many Volunteers changed their career goals. Some, who had not attended or completed college, now wanted to get degrees; college graduates wanted to get Master's degrees or qualify as teachers; engineers wanted to study economics and international affairs; and still others wanted jobs that offered the challenge, autonomy, and responsibility which they had found in Peace Corps work. Those who changed their career goals, as well as many who had not, wrote to college placement officers, scholarship committees at universities, foundations and government and social work agencies which seemed to offer the kinds of opportunities they sought. These agencies and committees then usually contacted the Peace Corps asking for references, and they offered additional opportunities for other interested Volunteers. This was also true of United States firms doing work overseas.

The volume of inquiries and offers grew until Thomas Watson, President of the International Business Machines Corporation and a member of the National Advisory Council of the Peace Corps, suggested establishment of a "clearinghouse" to inform and counsel Volunteers about the job and scholarship offers available to them. With a grant from the Carnegie Corporation a pilot office was set up in July, 1963, by the American Council on Education. After getting legislative authority from Congress,

the Peace Corps was to assume direct responsibility for the Career Information Service in July, 1964.

Operating as a "clearinghouse" and counseling service, CIS is not a placement office, an employment agency, or a scholarship committee. In its first year, the CIS informed Volunteers of more than 500 opportunities including over 250 scholarships, fellowships, and assistantships as well as opportunities offered by CARE, the President's Committee on Juvenile Delinquency and Poverty, the Eleanor Roosevelt Memorial Foundation's Internship Program in Human Rights, the Ford Foundation's Study Fellowship Program, various business concerns, the Department of State, the Agency for International Development, and the staff of the Peace Corps itself.

A total of 1,828 Volunteers had finished their two years of service by June 30, 1964. Approximately 1200 more were scheduled to return by September 1st.

Those who have returned are attending 208 different colleges and universities. Over 100 have been awarded scholarships totaling over $214,000 by institutions ranging from Adelphi College to Yale University. A dozen more were selected for Eleanor Roosevelt Foundation internships. 134 Volunteers who were due to return chose to extend their Peace Corps service for periods of three months to two years. Eight Volunteers have passed the Foreign Service Examination: one has already received an appointment.

Of the entire group, the career activities of 1,206 are known, as summarized below:

CONTINUING EDUCATION—55%

Graduate School—36%

Social Science	108
Education	89
Engineering and Science	58
Agriculture and Business	45
Law	30
Humanities	30
Other	73

Undergraduate and Other—19%

Social Science	60
Agriculture and Business	60
Engineering and Science	35
Education	22
Other	40

EMPLOYED—38%

Government—14%

Peace Corps	101	
AID	7	
USIA	4	
Department of State	1	
Other overseas Federal Agencies	3	
Domestic Federal Agencies	20	
Assistant to elective or appointed Federal official	2	

Teaching—12%

U.S. elementary teacher	16	
U.S. high school teacher	98	
U.S. college teacher	11	
All overseas teachers	20	

Profit-Making Organizations—8%

Business and industrial employees	60 U.S.,	12 overseas
Agriculture	9 U.S.,	3 overseas
Skilled and unskilled employees	11 U.S.,	2 overseas
Self-employed professionals	2	

Non-Profit Organizations—4%

Health worker	17	
Social service worker	15 U.S.,	7 overseas
War on Poverty	3	

OTHER—7%

Military service	17
Retired	3
Housewife, not employed	33

COMPLETION OF SERVICE CONFERENCES

An effective method of gleaning the experiences of Peace Corps Volunteers for those who will follow them is the Completion of Service Conference. These are held for all Volunteers about six weeks before termination of their service.

The conferences are built around an extensive questionnaire which each Volunteer fills out, evaluating his successes and failures, changes in his attitudes, working conditions, host country attitudes, relationships with Peace Corps staff and co-workers, and many other aspects of his Peace Corps experience. Senior staff members tabulate the questionnaires, and discuss the results in sessions

with the Volunteers—each session being limited to 30 or fewer participants—over a two-day period. This final meeting of the Volunteers as a group gives them an opportunity to make a balanced judgment of their total Peace Corps experience and to think of it in terms of their future. The conference leaders encourage the Volunteers to anticipate some of the problems which will confront them upon their return to the United States.

In more than 100 such conferences held to date a large majority of the Volunteers have expressed their continuing belief in the aims and effectiveness of the Peace Corps along with blunt—and often useful—criticism of some aspects of its administration.

A RESTLESS GENERATION

When Congress established as one of the goals of the Peace Corps that the Volunteers were to "promote a better understanding of other peoples on the part of the American people" no one was quite sure how this would come about. Certainly no one expected the returning Volunteer to preach this understanding from street corners.

A year after the first Volunteers completed their two-year terms of service and returned to the United States, it is still difficult to estimate the impact they are having on their own country. The figures barely tell the story; the homecoming has been different things for different Volunteers.

For one Volunteer, it was "more traumatic than going overseas," he reported recently. There were months of uncertainty about what he wanted to do, and "a vague feeling of depression." For another the homeward path was clear, smooth, and in a direct line of continuity with his work overseas. After completion of his teaching assignment in an African nation, he lingered for some research on a Master's thesis, came home and took his degree, and went to work teaching world history and African history in his hometown high school.

For some, there was the beginning of a whole new direction in studies or work. For others the direction led back overseas, with staff positions in the Peace Corps or private organizations. For still others, there was the resumption, with a new zeal and maturity, of interrupted careers and familiar pursuits.

But if they differed in the paths they chose, the returned Volunteers were largely alike in reacting sharply to what they viewed as "shortcomings" in American society—"commercialism," "racialism," "provincialism," "conformity," and the "immaturity" of their own generation. They were alike in welcoming the half-forgotten pleasures of "privacy and anonymity after two years

in the goldfish bowl," "family and friends," "opportunity for intellectual and cultural pursuits," "physical comfort," etc.

But most of all they were alike in resisting adjustment to anything they regarded as routine or unexceptional; in their restlessness, and in the search for challenge and continuing involvement that they brought home with them.

For many Volunteers, this resulted in a painful period of indecision about the future. At a post-service conference of 25 returned Volunteers in January, 1964, one of the participants seemed to sum it up for most of the others when he said, "Two years in the Peace Corps showed me how many different opportunities there are in this life. It's an embarrassment of riches. The trouble is, I just can't decide which line to take."

The different lines taken by a single group of Peace Corps teachers who returned from Sierra Leone a year ago form a web that stretches from North Carolina, to the troubled streets of Harlem, to a tiny village in Alaska, and back again to the mountains and rain forests of Africa:

Gregory and Sandra Barnes, who taught school in a remote upcountry settlement where they were the first and only non-African residents, returned briefly to work with the Washington staff of the Peace Corps and assist in training programs, and have since joined the overseas staff in Nigeria, taking with them the infant born to them in Sierra Leone. James and Ruth Rusk followed a similar course and are now serving with the Peace Corps staff in Uganda.

Robert Gelardin, a biology major who sparked a successful school building program in Sierra Leone, is taking a Master's degree in city and regional planning on a Ford Fellowship at MIT. Michael Woldenberg is taking a doctorate in geography on a Ford Fellowship at the University of Chicago. Charles Lester, holder of a Bachelor's degree in math when he entered the Peace Corps, took a Master's in African Studies at Michigan State University after his return and is now in Dar es Salaam, Tanganyika, with a church organization assisting refugees from Burundi. George DeWan, who had an M.A. in math from the State College for Teachers in Albany, New York, is studying French at the Sorbonne, in Paris.

Three members of the Sierra Leone group are working on the Washington staff of the Peace Corps. They include Harvard Law graduate Carl Ehmann, Joan Hero, a biology graduate from the University of New Hampshire, and Jim Sheahan, who has a Master's in History from Boston College.

Tom Torrell, who received a degree in biology at Boston Uni-

versity before joining the Peace Corps, is studying literature at the University of London. George Lavelle is working on his doctorate in microbiology at the University of North Dakota with the help of a $2500 Fellowship. He plans an early return to Sierra Leone to set up a research center near the town of Makeni where he served in the Peace Corps. Loren Jenkins completed work for a Master's in International Relations at Columbia University in June of 1964.

Eight members of the group are teaching school, at the elementary, high school, and college levels. They include Bruce Gilbert who is teaching at the only school in Talkeetna, Alaska, a village of less than 100 persons.

Clarence Sever, an ex-actor from San Francisco, went back to Sierra Leone as a youth specialist for the Cultural and Educational Affairs section of the U.S. State Department. Roberta Rabinoff was scheduled to begin working toward a Master of Arts and Teaching degree at Howard University, Washington, D. C., in September of 1964. At the same time she will join 24 other returned Volunteers in teaching at Cardozo High School, located in a Washington slum district, in a program to develop special methods of teaching underprivileged children.

Rex Jarrell is directing a team of volunteers working in a rural Negro community in North Carolina. Charles McDowell, holder of a Master's in history from Yale, is doing social work with families in the East Harlem Project, in New York City.

Thus a superficial glimpse at the fortunes of a single group offers a sufficient indication of what the Peace Corps Volunteers have brought back to America with them—and sometimes taken away again.

Billie Ann Day, another member of the group who returned to Sierra Leone as a Peace Corps administrative assistant after a year at home, explained how she came to her difficult decision: "I felt I had to go back and pick up some pieces of me . . . My specific assigned job was finished, but I guess my involvement wasn't."

For many former Volunteers who elected to remain in the United States, there was, equally, a sense of continuing concern.

"It's not easy to forget," one of the returnees said in a recent interview. "People don't let you forget. They keep asking you questions, and, it's funny, you think about it all the time."

A Volunteer schoolteacher, home from the Far East, displayed a letter from one of his former students. "You are a blot on my life which I will never erase," the student had written, in a phrase more well-meaning than appropriate.

"In my last few months of service," the Volunteer recalled, "when I should have been thinking about what I was going to be doing when I got home, I was getting more involved with the lives of the people there . . . Only I didn't understand what was happening to me at the time. So when I got home I found myself still wondering what happened to those 30 kids in the first grade who weren't promoted and couldn't repeat because the demand for their places was too great. It was almost a feeling that you cared about certain aspects of their lives more than they do themselves, but at the same time feeling maybe you didn't really understand."

For some Volunteers who went back to school after leaving the Peace Corps, the change of involvement "from people to books" was a frustrating and unsettling one. And there were other frustrations in the attempt to readjust. An ex-Volunteer who worked in community development in Latin America and had returned to take his Master's at the University of Minnesota, explained it this way:

"I found myself wanting to know things about Minneapolis . . . Who lives in what part of town, what are the different groups and interests, the problems, who runs the city . . . Wanting to know everything I didn't care about before and thwarted because things were so complex. I wanted the same sort of overview of society I got working in a small Latin American village. I felt responsible for things, frustrated because I couldn't get at them, but at the same time not being able to sit back and accept it . . ."

A returned Volunteer teaching a history and current events class in a Midwest high school said she had to struggle for the first few months to stick to her job. "I kept wanting to be involved in something directly rather than try to make other people want to be involved," she said. "I didn't feel I had the skill to communicate my own sense of urgency about things. I couldn't help them to be concerned and my own deep concern—and perhaps over-commitment—was a pressure on the students without being a persuasion or an inspiration."

An ex-Volunteer who had a similar experience gave up teaching at a business school after two weeks and transferred to a West Coast school where she now teaches languages to servicemen.

Roberta Rabinoff was another of those who thought fondly and frequently about her two years in Sierra Leone. But her nostalgia took a different turn. "The more I thought about it," she said, "the more I realized that teaching could be just as important here. And the Cardozo project was just the right thing for me."

The 10 Volunteers who taught in the Cardozo High School Project during the 1963-64 school year encountered problems there comparable to those they experienced overseas. Yet they appear to have been relatively more satisfied in their work, not in spite of the problems but because of them. A report on the Cardozo effort noted that at the January, 1964, conference of returned Volunteers, though "a certain restlessness seemed to characterize the group, the Cardozo Volunteers present emerged as the most satisfied and fulfilled. . . . They were participating in another type of historic work, their best was being challenged daily, and they were working toward a professional status at the same time.

"A conclusion of that seminar was that the Peace Corps should endeavor to encourage foundations or similar groups to form Cardozo-like projects around the country. The reservoir of returning Volunteers will be brimming over by September, 1964. The way that former Volunteers have been responding to the appeals of the Eleanor Roosevelt Foundation and to the War on Poverty suggestions indicates that they're anxious to 'Peace Corps-it at home'." (A survey of returned Volunteers showed that 82 per cent had a definite interest in working for the anti-poverty program.)

In the Completion of Service Conferences, Volunteers indicated they remained high on Peace Corps ideals, though frequently in disagreement about the way these could best be served. Most

David Sherwood and nine other returned Volunteers teach regular classes at Cardozo High School and attend graduate school at night. Sherwood, 25, from Tewksbury, Massachusetts, served in Sierra Leone.

of them said their original idealism had been tempered with what they felt was an essentially "healthy" skepticism. "You're better off when you get it knocked out of you and start looking at things realistically," a Volunteer who had served as an engineer in Tanganyika observed.

Above all, their view of their ability to effect rapid change in developing societies was sobered; history, they learned, moves slowly, even when there is a corps of determined and eager men and women spurring it along.

Accordingly, they were grateful for the better understanding of world problems that their Peace Corps experience afforded, and for the more accurate perspective on America's problems that resulted. In general, they feel they are now less self-deceived about their own country's shortcomings, and at the same time value it more highly; they have a clearer view of the United States as a member of the world community; they realize now there is much room for "development" in American society, too.

On one point they were emphatic: if their commitment to integration and civil rights was mainly an intellectual one when they entered the Peace Corps, working and living among people of other races has left them with an emotional commitment as well, and they are convinced they will take a much firmer and more active position on civil rights.

But they are less definite about other areas of expression and action. Most Volunteers come home feeling they have done something rather special, and that they have something special to offer; but many of them have difficulty defining the terms of the offer or finding the right place to make it.

So with nearly 2,000 Volunteers back from service abroad, they remain something of an unknown quantity in American life. Their impact at home is apt to be slow to come and slower to see, as it was abroad. But the promise of the returning Volunteers provides an encouraging note for the future. Considered as a group apart from their own generation, they can be seen as a force of some kind, small but significantly restless, committed to the idea of a happier social order and the belief that it is attainable. For two years they have worked on three continents to help people afflicted with poverty, disease, and illiteracy, and they see this not as quixotic, but as a difficult practical job that urgently needs doing, whether at home in the United States, or on foreign soil.

Most of them, it seems safe to say, would agree with a remark made not long ago by one of the Sierra Leone Volunteers in a letter to a friend. "The thing about the Peace Corps," he wrote, "is that it doesn't end for you in two years."